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AUTHOR Stilo, Donald L.; And Others
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ABSTRACT

This introductory text for Persian was designed for use in intensive Peace Corps training, with emphasis on the field of teaching English as a foreign language. The text includes an introduction which gives the language instructor a brief outline of how to teach the course. Each lesson consists of a dialogue followed by pattern practices of various types: simple, complex, multiple, and forced substitution; expansion; conversation; pronunciation; intonation; and review drills. (CFM)

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INTRODUCTORY PERSIAN

by

Donald L. Stilo

in cooperation with

Mehdi Marashi

and

Sharon Barr Stilo

U.S. DEPARTMENT OF HEALTH,
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A course designed for use in intensive Peace Corps Training,
with emphasis on the field of Teaching English as a Foreign
Language.

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PREFACE

I would like to acknowledge first of all the International Center of the University of Texas and the Peace Corps for enabling me to further develop the preliminary materials for this text and so put them to use. Hardly secondary in importance was every trainee of the Peace Corps Training Program - Iran held Summer, 1966.

Among individuals who were of intestimable help to me were: Dr. David de Camp of the University of Texas for his advice and criticisms, Mr. Abolghasem Sadegh for his practical criticisms and suggestions as both a teacher and a native speaker of Persian and Mr. Jerome W. Clinton for his suggestions and aid.

Mr. Maurice Hall, Director of the Training Program is to be thanked for doing everything in his power to make the administration of the Language Program and the publishing of the materials as effortless as possible, and even more for his constant encouragement.

Mr. Mehdi Marashi was responsible for the supplementary lessons contained herein and contributed significantly to the finished text by means of his knowledge of linguistics, modern language pedagogy and the Persian language.

Editing, earlier lesson development, development of and consistency of format, manuscript typing and polycopying were the contributions of my wife, Sharon Barr Stilo.

Donald L. Stilo

INTRODUCTION FOR THE TEACHER

This introduction is written for the language instructor who will be teaching the lessons to follow. It consists of a brief outline of how to teach this course. It is intended for a person untrained in linguistics and does not pretend to be a resume of the methodology of language teaching. This introduction will be supplemented by a short course and practice teaching.

Each lesson of this language course consists of a dialog followed by pattern practices of various types. During the first part of the course, the dialog will be no longer than 4 to 6 lines in length while longer dialogs will be included after the students have acquired some fluency.

1. The Dialog

The first step in teaching a lesson is to have the students memorize the dialog.

1. Say the dialog through once.
2. Repeat each sentence of the dialog twice and give the English equivalent of the sentence, not word by word.
3. Have the students repeat the dialog, sentence by sentence, after you.
4. The teacher takes the role of the first speaker and the class takes the role of the second speaker.
5. The roles are reversed: the teacher takes the second speaker's part and the class takes the first.
6. The class is divided in half and the dialog is repeated again, each half taking a part.
7. Individual students take the part of the first or second speaker and the teacher takes the opposite part.

8. The final step is to have the students repeat the dialog among themselves, individually.

2. Problems in Teaching the Dialog

1. If the students seem unable to repeat a long sentence, break the sentence apart by phrase, beginning at the end of the sentence. For example:

dærs mide.

inglisi dærs mide.

dær tehran inglisi dærs mide.

jæm'sid dær tehran inglisi dærs mide.

beradcre jæm'sid dær tehran inglisi dærs mide.

It is important to break the sentence up in this way so that the intonation pattern remains constantly the same.

2. It is important that the students do not give words such as /tegzas/, /kalifornia/, /kolombia/, etc., the English pronunciation. These words for American places must be pronounced as they would be pronounced in Iran by a non-English speaking Iranian. They must contain Persian sounds, not English sounds. It will be strange to the students at first to pronounce these familiar words with "a Persian accent". The tendency will be to say them in English. Remind them that they occur in a Persian dialog or drill and must be considered Persian words.

3. Speak naturally and at your normal speed. It is especially important that you be careful not to pick up an "American" accent. It is especially easy to pick up English intonation patterns af-

ter listening to the students say a Persian sentence with English intonation over and over. You may find other Persian sounds, such as /r/, also changing after many repetitions. This point must be watched in doing drills also.

4. Use only your own natural pronunciation. Do not sound like Radio Tehran!
5. Do not translate any unit smaller than those found in the dialog with translation. In other words, if /dərs mide/ is listed in the dialog as meaning "he teaches", do not explain that /dərs/ means "lesson".

The dialogs for at least the first half of the course will be very short. The sentences in the dialogs will be sentences that contain patterns basic to the language. After the student has memorized one of these sentences, he has memorized a basic pattern. The next step, then, is to enable him to use this pattern in saying other sentences. The purpose of the drill or pattern practice is to make him fluent in the use of sentences similar to the one he has memorized.

3. Pattern Practices

Pattern practices are of different kinds, all of which will be discussed, but the general method of using them is the same. The student will be unfamiliar with how to participate in this kind of drill for the first week or two. For this period (and whenever new types of drill are introduced subsequently) the teacher must "do the drill with himself" once, to show the student how he should respond. Whenever you start a drill, do a few examples to show the student what he is to do.

1. The teacher repeats the basic sentence several times, having the students repeat with him, and then after him. Usually this sentence will be one from the dialog.
2. The teacher gives a cue by means of a picture or a word and the student(s) repeat the sentence including a change. A cue is some action on the part of the teacher, verbal or non-verbal, that signals to the student what response he is to make. For example:

T: bəradərəm dər amrika zendegi mikone. xahər

S: xahərəm dər amrika zendegi mikone.

T: xahərəm dər amrika zendegi mikone. pedər

S: pedərəm dər amrika zendegi mikone.

Some kinds of cues you may use are:

a. word T: in ci-e? ketər S: in ketab-e.

b. picture T: in ci-e? (point to picture of a book)

S: in ketab-e.

c. gesture T: menzeletun məzdik-e? (make negative gesture)

S: menzeləm məzdik nist.

3. The teacher should always repeat the correct response after the student(s).
4. Do not repeat a drill more than once substituting the items in the same order. The students will memorize the order and will learn nothing from the drill. Give the cues in a different order each time you do a drill so that you have their full attention.

5. Although pattern practices are used primarily to teach grammatical patterns, be sure and notice which students are making which mistakes in pronunciation so that they may be drilled after the completion of the drill.
6. The responses to each drill should be done as a group first and then, after the class has reached some fluency, the drill should be done with the individual. The drill should be repeated until the response is absolutely automatic on the part of each individual.
7. Be sure to retain your natural intonation and pronunciation at your normal rate of speed.
8. New vocabulary that is used in a drill should be introduced before you start the drill by having students repeat the new words after you until they know them well. New vocabulary will not often be more than five or six words. New vocabulary items in the drills will be marked by an asterisk (*).

4. Types of Pattern Practices

1. Simple Substitution Drill

In this drill one word is substituted for another, always in the same place in the sentence. For example:

T: manzele men næzdik-e. soma

S: manzele soma næzdik-e.

T: manzele soma næzdik-e. ma

S: manzele ma næzdik-e.

In simple substitution drills, as in all other drills, you should give only the substitutions listed in the drill.

2. Complex Substitution Drill

This drill differs from simple substitution only in that substituted items may be said in two or more places in the sentence.

For example:

T: menzele men næzdike. dur

S: menzele men dur-e.

T: menzele men dur-e. ſoma

S: menzele ſoma dur-e.

T: menzele ſoma dur-e. maſin.

S: maſine ſoma dur-e.

3. Multiple Substitution Drill

In this drill the cue is more than one item. It may be any combination of the kinds of cues. The students' response, then, changes the basic sentence in more than one way. For example:

T: moellemetun inglisi midune. ſoma (point to berader)

S: beraderam inglisi midune.

It is important that the first cue be for one position in the sentence and the second cue for another, and that the student knows where to put each item that is cued. It doesn't make any difference which cue you put first, as long as the order of cues remains consistent.

Most multiple substitution drills will have no more than two cues.

4. Forced Substitution Drills

In this type of drill, the teacher gives a cue which forces the student to change not only the one word but something else

as well. An example of this is when the teacher gives a new subject to the sentence, the student must change the verb ending as well. For example:

T: ma mirim sinema. soma

S: soma mirid sinema.

Another example is the negative:

T: fereydun dær tegzas zendegi mikone. nexeyr.

S: nexeyr, fereydun dær tegzas zendegi nemikone.

5. Expansion Drills

This type of drill may include substitutions or forced substitutions.

T: pedəram dərs mide. inglisi

S: pedəram inglisi dərs mide.

T: pedəram inglisi dərs mide. madər

S: pedəro madəram inglisi dərs midənd.

Remember to start from the end of the sentence if the students are not able to repeat a long sentence the first time. Be sure to watch for mispronunciations and wrong intonation.

6. Conversation Drills

These usually will consist of the teacher asking a question and the student responding with the correct answer. The answer may be cued by the teacher or not. The former type will go like this:

T: bəradəretun dər amrika zendegi mikone? nexeyr

S: bəradəram dər amrika zendegi nemikone.

In the second type, the student will respond with whatever

answer he can say, as truthfully as he wishes or is possible.

7. Pronunciation Drills

An explanation of drills for pronunciation is included here although pronunciation drills do not occur in all of the lessons.

Pronunciation drills will be, for the most part, simple imitation of lists of words or sentences. These drills will be on sounds difficult for the English speaking student, such as /q/, /x/, /r/, /æ/ and /a/.

1. Have the students listen carefully the first time. Point out the sound that they should listen for. Then say the words (or whatever material is included in the lesson).
2. Lists of minimal pairs are included in pronunciation lessons. A minimal pair is a set of two words that are identical except for one sound. Minimal pairs are used to show students pronunciation distinctions that they should make in order to be understood. Note that the following minimal pairs are exactly the same except for the pronunciation of one sound:

| | |
|-----------|-----------|
| /xali/ | /gali/ |
| /mikænde/ | /mixænde/ |
| /hæst/ | /hæst/ |
| /dar/ | /dad/ |

Lists of minimal pairs will be included in the textbook.

When students begin to substitute an English sound for a Persian sound, such as /k/ for /x/, you will be able to refer to these lists to drill the students on the difference.

You should, however, be able to make up your own minimal pairs on the spot.

By placing emphasis on minimal pairs, you can show the students that what they consider a small mistake or "an accent", can make a Persian speaker think they said something different than what they wanted to say.

3. After you have said the examples (or minimal pairs) clearly, have the class repeat after you.
4. You say one of the pair of words, and the students repeat the other one. Or have them tell you whether it is sound one or two that you are saying.

5. Teaching Intonation

Teaching intonation involves slightly different problems. Intonation for statements and sentences may be drilled by imitation or by asking questions or giving statements and having the students transform the statements into questions.

In some cases, when the students continue to say Persian sentences with English intonation, it is helpful to "hum" the sentence by leaving out all the words and saying the intonation using 'm' or 'da'. For example;

bæraderetun espaniolio inglisi xeyli xub midune.
m
dadadadada dadadadada dadada da da dadada

Another problem you may encounter while teaching the inton-

ation patterns is building up a question from the end of the sentence. You may have the tendency to build up the sentence using the statement intonation and then, after it is complete, change the intonation to a question. In other words, you might do this:

dær s mide.

inglisi dær s mide.

æli inglisi dær s mide.

bæradære æli inglisi dær s mide.

bæradære æli inglisi dær s mide?

In building up question intonation, each phrase must have the question intonation. In other words, you should do this:

dær s mide?

inglisi dær s mide?

æli inglisi dær s mide?

bæradære æli inglisi dær s mide?

bæradære æli inglisi dær s mide?

8. Review Drills

Review drills of all the above types will be included in some lessons. Do these drills before you teach the dialog for the day or any new drills.

9. Supplementary Conversation

In addition to the regular lessons described above, supplementary lessons will be drilled by the teacher. These lessons will differ in that there will be no English used. They will consist of easy phrases and sentences that, for the most part, will

be easier and shorter than those in the regular lesson.

The purpose of this section of the lesson is to drill students in giving short answers and asking short questions as well as building vocabulary (especially concrete nouns and vocabulary useful for the classroom). The patterns will be simplified versions of grammatical patterns that they are learning or have learned from the regular lessons.

At the beginning, the supplementary conversation lessons will be very short, with the purpose of increasing vocabulary. There will be charts to accompany this part of several lessons.

As the lessons progress, however, this section of the lessons will be expanded into an hour-long conversation period. These conversations will not, however, be totally free. The teacher will be instructed in exactly what words and sentence types he can use during this period. The purpose of this, as in the first supplementary conversation periods, is to reinforce the patterns the students are learning in the regular lessons.

5. Grammar Explanations

Do not attempt to explain why something is said the way it is, or how to say something that has not already been covered. There will be an hour of grammar explanation per week, with time for questions. Tell the students to write down their questions for then.

It is above all important to teach nothing to the students that is not in the dialog or the pattern practices of the day except review, unless otherwise indicated. The lessons are very carefully planned for the simplest and fastest learning on the part of the students. A gram-

mar point introduced too early can only confuse your students.

6. Translation

Avoid translation if there is some other means possible of conveying what the word means. If the cue is on a chart or can be given in some other way, it is by all means advisable to do so.

However, due to the monotony of these kinds of drills, it may be necessary to check on the students' comprehension by asking them the translation of a sentence somewhere in the middle of a drill. This should not be done too often, but often enough to keep them aware of what is going on. It is easy enough for a student to give the correct response without having the slightest idea of what he is saying.

7. Length of Lessons

There is no way to determine exactly how long it will take to do a single lesson. The length of time will be determined by how fast the students master the patterns of the dialog and how fast they learn to manipulate them through the use of drills. Go just as fast as the class can and no faster. Do not leave any student behind. The only way that language skills (or any other skill such as swimming or music) can be learned correctly is with practice and more practice. Do not become impatient and go on to another drill just because you are tired of the one you are doing.

June 10, 1966

Donald L. Stilo

DS:SS

GREETINGS

- 1: salam. hale ſoma cetorez
- 2: mersi, bed nist. hale ſoma cetorez
- 1: bed nist, mersi.

Vocabulary

| | |
|-------------------|----------------|
| salam | "Hello" |
| hale ſoma cetorez | "How are you?" |
| mersi | "Thank you" |
| bed nist | "Not bad" |

SUPPLEMENTARY CONVERSATION

The following supplementary material should be learned during the first week:

1. Lesson 1 (for recognition only): tekrar konid

teləfəz konid

2. Lesson 2: xodáfez

3. Lesson 3a.: javab bedid (recognition only),

bəfərməid

4. Lesson 3b.: aqaye -----

xanumə

(Substitute names of class members, teachers and staff.)

Pronunciation Unit 1

/a/ and /æ/ are sounds that must be clearly distinguished in Persian. Although both of these sounds occur in English, they may sound different according to the dialect of English or the word they occur in. Listen to the quality of the vowel as you imitate these Persian words:

| | | | |
|--------|-----------------|--------|----------|
| /čap/ | "left" | /čap/ | "print" |
| /æz/ | "from" | /az/ | "greed" |
| /dæšt/ | "plain, desert" | /dašt/ | "he had" |

/æ/, if you compare, is similar to the "a" sound in "cat". The English sound often changes in quality before /m/, /n/, /r/, or /l/. You must be careful not to give the English quality to this sound in Persian.

Listen to the following words pronounced by an Iranian and compare them to your own pronunciation of English words which sound similar:

| <u>Persian</u> | <u>English</u> |
|----------------|----------------|
| /čap/ | "chap" |
| /æks/ | "axe" |
| /sæd/ | "sad" |
| /pæst/ | "past" |
| /hæm/ | "ham" |
| /dæšt/ | "dashed" |

It is important to remember that these sounds are as different in Persian as /p/ and /b/ are. If you do not make the distinction between /a/ and /æ/, you will be misunderstood.

Pronunciation Drill 1.1 Imitation

| | |
|-----|-----|
| nam | nam |
| bad | bad |
| čap | čap |

Pronunciation Drill 1.1 (cont'd)

| | |
|------|------|
| zaad | zad |
| æz | az |
| dæst | dašt |
| pæs | pas |
| meed | mad |
| baem | bam |
| nee | na |
| daem | dam |
| sæf | saf |

Pronunciation Drill 1.2 Now imitate the following words:

katal
damad
samed
baeradar
kumarbend
fəriba
caeman
caeran
haezan
salam

(The teacher should be careful to notice if the students substitute /o/ for /a/. If they do, the following minimal pairs may be drilled:)

| | |
|------|-------|
| mad | mod |
| na | no(h) |
| dam | dom |
| šad | šod |
| kušt | košt |

(If the student substitutes the English /ɔ/ (as in "dog", "fall", the following words should be drilled:)

Pronunciation Drill 1.2 (cont'd)

| | |
|-----|-----|
| bar | bor |
| dar | dor |
| lar | lor |
| sar | sor |

The Persian /r/ may prove difficult for some English speakers. Listen to your teacher as he says the following list of words:

faranse
dær
baeradær
baeradæram
dær's mide
haerf mizæne
siraz

This sound(almost like the "r" in Spanish) is made by a short flap of the tongue against the alveolar ridge (gum ridge) behind the front teeth.

Do not confuse this sound with English /l/ or /d/. Practice the following words:

Pronunciation Drill 1.3

dir
dur
rus
rast
boro

riš

ræng

ruh

Be careful not to change the vowel quality before or after /r/.

Pronunciation Drill 1.4 Pronounce the following /æ/ - /a/ minimal pairs which contain the Persian /r/:

dær

dar

tar

tar

sær

sar

bear

bar

mar

mar

LESSON 1

dialog

beradár

brother

-æm

my

dær

in

amrika

America

zendegi mikone

he, she lives, is living

J: beradáræm dær amrika zendegi. My brother lives in America
mikone.

rast migid?

really?

unjá

there

kár mikone

he works

G: rast migid? unja kár mikone? Really? Does he work there?

bæle

yes

tegzás

Texas

dárs mide

he teaches.

J: bæle, dær tegzás dárs mide. Yes, he teaches in Texas.

dialog

Jamshid: beradáræm dær amriká zendegi mikone.

George: rást migid? unja kár mikone?

Jamshid: bæle, dær tegzás dárs mide.

Drill 1.1 Simple Substitution

jāmšid dær tehran dārs mide.

ali

fereydun

dara

širin

feresté

Drill 1.2 Simple Substitution

bāradārām dær amrika zendegi mikone.

pedār*

madār*

dust*

pedār

bāradār

madār

Drill 1.3 Simple Substitution

dustām dær amrika dārs mide.

tegzas

esfahan

kaliforniā

tehrān

širaz

nyu york

iran

Drill 1.4 Free Substitution (substitute any item in Drill 1.3)

T: unja-kar mikone?

S: bāle, dær _____ dārs mide.

Drill 1.5 Simple Substitution

pedarəm dər tehran zendegi mikone.

kar mikone.

dərs mide

kar mikone.

zendegi mikone.

dərs mide.

kar mikone.

Drill 1.6 Complex substitution

bəradərəm dər amrika zendegi mikone.

jəmşid

tegzas

kar mikone.

ali

esfəhan

kalifornia

zendegi mikone.

tehran

dərs mide.

fereşte

tegzas

fereydun

tehran

mədrəsəm

şiraz

nyo york

düstəm

kar mikone.

iran

Drill 1.6 (cont'd)

dustəm dər iran kar mikone.

şirin

tehran

zendegi mikone.

kar mikone.

tegzas

pedərəm

Drill 1.7 Free Substitution

(The students should repeat the dialog in pairs, substituting any verb, place name or subject they wish.)

Pronunciation Unit 2

Pronunciation Drill 2.1 Listen to and practice the following words containing the sounds /a/ and /æ/.

| | |
|------|------|
| bæd | bad |
| baem | bam |
| mæst | mast |
| hæl | hal |
| sæf | saf |
| æb | ab |

This lesson introduces the new sound /x/. Because this sound is not found in English, you are likely to substitute the English sound /k/.

Listen to the following pairs of words in Persian and imitate:

Pronunciation Drill 2.2

| | |
|------|------|
| xub | kub |
| xar | kar |
| xol | kol |
| xos | kos |
| xam | kam |
| xase | kase |
| xal | kal |
| xord | kord |

Some English speakers substitute the English sound /h/ for Persian /x/. It is important to remember that in Persian /h/, /k/, and /x/ are three different sounds that distinguish meaning.

Pronunciation Drill 2.3

| | |
|-----|-----|
| xan | han |
| xæm | ham |

Pronunciation Drill 2.3 (cont'd)

| Sax | Sah |
|------|------|
| xe | he |
| xal | hal |
| xešt | hešt |

Pronunciation Drill 2.4

| 1 | 2 | 3 |
|-----|-----|-----|
| har | xar | kar |
| hud | xud | kud |
| hol | xol | kol |
| hal | xal | kal |
| han | xan | kan |

LESSON 2
dialog a

-etun

your

danešga

university

G: beradarætun dær danešga dær s mide? Does your brother teach at a university?

fizik

physics

-o

and

šimi

chemistry

J: bæle, fiziko šimi dær s mide. Yes, he teaches physics and chemistry.

pæs

inglisi

English

hætmæn

for sure, undoubtedly

xub

well

midune

he knows

G: pæs hætmæn inglisi xub midune. Then he no doubt knows English well.

xeyli

very

hærf mizæne

he speaks, talks

J: bæle, inglisi xeyli xub hærf mizæne. Yes, he speaks English very well.

LESSON 2
dialog a

George: beradarætun dær danešgá dær s mide?

Jamshid: bæle, fiziko šimi dær s mide.

George: pæs hætmæn inglisi xub midune.

Jamshid: bæle, inglisi xeyli xub hærf mizæne.

Drill 2a.1 Simple Substitution

baradaram inglisi dars midi.

žaponi

farsi*

espanyoli

ærabi

šimi

rusi

fizik

Drill 2a.2 Simple Substitution

dustəm inglisio farsi hərf mizəne.

espanyoli

ærabi

rusi

žaponi

inglisi

rusi

espanyoli

žaponi

inglisi

Drill 2a.3 Simple Substitution

pedərəm šimio fizik dərs mide.

farsi

rusi

ærabi

espanyoli

žaponi

inglisi

Drill 2a.4 Expansion

inglisi xub midune.

inglisio farsi xub midune.

inglisio farsio espanyoli xub midune.

inglisio farsio espanyolio rusi xub midune.

fizik dars mide.

fiziko šimi dars mide.

fiziko šimio farsi dars mide.

fiziko šimio farsio bioloži* dars mide.

dær tegzas fiziko šimio farsio bioloži dars mide.

Drill 2a.5 Complex Substitution

dustetun inglisi hærf mizene.

beradar

madær

pedær

xahér*

dust

(-æm)

(-etun)

(-æm)

madær

(-etun)

pedær

beradar

(-æm)

Drill 2a.5 (cont'd)

dustetun inglisi hærf mizæne.

pedær

(-etun)

dust

(-æm)

Drill 2a.6 Multiple Substitution (Repeat Drill 2a.5 substituting both items at the same time.)

Drill 2a.7 Expansion

dærs mide.

pedæretun dærs mide.

pedæretun inglisi dærs mide.

pedæretun inglisio espanyoli dærs mide.

pedæretun inglisio espanyolio šimi dærs mide.

pedæretun inglisio espanyolio šimi xub dærs mide.

pedæretun hatmen inglisio espanyolio šimi xub dærs mide.

Drill 2a.8 Free Substitution (If time allows, dialogs one and two should be repeated by all students. Free substitutions of proper names, place names and subject names should be encouraged.)

LESSON 2

dialog b.

kojá

where?

zendegí mikonænd

they live, are living

G: pedaro madaretun koja zendegi mikonænd? Where do your mother and father live?

J: širaz zendegi mikonænd.

They live in Shiraz.

G. pedaretun unja kar mikone?

Does your father work there?

digé

no longer (with negative verb)

kár némikone

he doesn't work

náxeyr

no

J: náxeyr. pedáram dige kar némikone.

No, my father doesn't work any longer.

LESSON 2

dialog b.

George: pedáro madáretun kojá zendegi mikonænd?

Jamshid: širáz zendegi mikonænd.

George: pedáretun unjá kár mikone?

Jamshid: náxeyr. pedáram digé kár némikone.

Drill 2b.1 Complex Substitution (Review)

bæradaðam inglisi dærs mide.

farsi

hærf mizane.

(-etun)

espanyoli

midune

pedær

farsi

inglisi

hærf mizane

farsi

(-æm)

midune

dærs mide.

Drill 2b.2

pedæro madæretun širaz zendegi mikonænd.

bæradað

madær

xaher

bæradað

Drill 2b.3

pedæro madaram farsi xeyli xub midurænd.

(-etun)

(-æm)

Drill 2b.3 (cont'd)

pedəro medərəm farsi xeyli xub midurənd.

(-əm)

(-etun)

(-əm)

(-etun)

Drill 2b.4 Multiple Substitution

pedəro madəretun dər nyo york farsi dərs midənd.

madər bəradər

pedər xahər

pedər bəradər

bəradər xahər

pedər madər

madər xahər

Drill 2b.5 Multiple Substitution (Repeat Drill 2b.4 using /-əm/)

Drill 2b.6 Forced Substitution

pedəro madərəm širaz zendegi mikonənd.

pedəro bəradərəm

dustetun.

jəmšid

alio jəmšid

širin

jəmšido fereydun

dustəm

bəradərəm

madəro xahərəm

Drill 2b.6 (cont'd)

madəro xahəram Širaz zendegi mikonənd.

pedəretun

fereşte.

Drill 2b.7 Simple Substitution (Use the infinitive as a cue.)

pedəro madəram dər tegzas zendegi mikonənd.

kar mikon-

dərs mid-

zendegi mikon-

kar mikon-

dərs mid-

Drill 2b.8 Complex Substitution (Use infinitive cues for verbs.)

bəradəretun dər iran dərs mide.

pedəro madəretun

dustetun

kar mikon-

bəradəro xahəretun

zendegi mikon-

dustəm

inglisi dərs mid-

pedəro bəradər

inglisi hərf mizən-

jəmşid

jəmşido fereydan

farsı dərs mid-

inglisi

midun-

(Give a short explanation of the "no" gesture in Persian and use it as a visual cue for negation. Point out that the word stress of the inflected verb moves from /mi-/ to /ne-/ when the word becomes negative. Have the students imitate the following pairs.)

| | |
|----------------|-------------------|
| kár mīkone | kár némikone. |
| zendegí mlkone | zendegl némikone. |
| dārs mīde | dārs némide. |
| hārf mīzāne | hārf némizāne |
| mīdune | némidune |

Drill 2b.9.1 Simple Substitution (Use infinitive as cue for verb.)

a. baradzarem dār Širaz zendegi nemikone.

kar nemikone.
dārs nemide.
zendegi nemikone.
kar nemikone.
dārs nemide.

b. xahzretun farsi xeyli xub hārf nemizāne.

némidune.
dārs nemide.
hārf nemizāne.
némidune.
dārs nemide.

Drill 2b.9.2 Forced Substitution (Give negative gesture as cue.)

Žaponi xub midune. (neg)

inglis̄i xub hārf mīzānند. (neg)

dār iran zendegi mīkonānd. (neg)

dār danešga kar mīkone. (neg)

Drill 2b.9.3 Forced Substitution (Make affirmative gesture as cue.)

dær tegzas zendegi nemikone. (aff)

farsi hærf nemizænd. (aff)

šimi xeyli xub nemidune. (aff)

inglisi dars nemidænd. (aff)

pedæræm Žaponi nemidune. (aff)

Drill 2b.9.4 Forced Substitution (Give negative or affirmative gestures as cues where indicated.)

bæradæram espanyoli xub nemidune. (aff)

madæretun dær danešga dærs nemide. (aff)

pedæræm unja kar mikone. (neg)

inglisi xeyli xub midunænd. (neg)

bæradæretun farsi xub hærf mizæne. (neg)

unja zendegi mikonænd. (neg)

unja kar nerikone. (aff)

fiziko Šimi dærs mide. (neg)

Drill 2b.9.5 Conversation with Cue Given (Do not elicit bæle or naxeyr with these questions.)

inglisi xub hærf mizæne? (neg)

Žaponi xub hærf nemizæne? (aff)

dær danešga inglisi dærs mide? (neg)

unja kar nemikonænd? (aff)

bæradæretun unja zendegi nemikone? (aff)

unja farsi dærs nemide? (aff)

jæmšid Šimi xub midune? (neg)

jæmšido áli inglisi nemidænd? (aff)

Drill 2b.10 Complex and Forced Substitution

bæradæram dær amrika zendegi mikon.

tehran

pedæræm

Drill 2b.10 (cont'd)

pedarem dær tehran zendegi mikone.

(neg)

siraz

madaretun

zendegi mikon-

pedaro madaram

amrika

iran

kar mikon-

(aff)

tegzas

esfahan

(neg)

beradarem

(aff)

vašington*

zendegi mikon-

madaro beradarem

siraz

iran

(neg)

dars mid-

pedaro beradarem

amrika

tegzas

Drill 2b.10 (cont'd)

pedæro bæradærem dær tegzas dærs midænd.

(aff)

zendegi mikon-

madæretam

tehran

bæradæretun

(neg)

dærs mid-

Drill 2b.11 Free Conversation

S₁ pedæro madæretun koja zendegi mikonænd?

S₁ unja kar mikonænd?

S₂ bæradæretun koja kar mikone?

S₂ færanse midune?

S₃ pedæretun inglisi midune?

S₃ pedæretun inglisi dærs mide?

S₄ madæretun kar mikone?

S₄ (if affirmative: koja kar mikone?)
(if negative: pedæretun kar mikone?)

S₅ pedæro madæretun dær tegzas zendegi mikonænd?

S₅ pedæretun koja kar mikone?

Drill 2b.11 (cont'd)

S₆ bəradəretun espanyoli hərf miziñe?

S₆ bəradəretun fizik dərs mide?

S₇ pedəro madəretun kar mikonənd?

S₇ bəradəretun koja zendegi mikone?

S₈ madəretun dərs mide?

S₈ pedəretun koja kar mikone?

LESSON 3

dialog a.

šoma.

you

faranse

French

G: šoma faranse herf mizanid?

Do you speak French?

kəmi

a little

mifahməm

I understand

J: nækeyr, kəmi mifahməm

No, I understand a little.

G: inglisi midunid?

Do you know English?

mixunəm

I study, read,

men

I

J: bále, men dər danešga inglisi
mixunəm.Yes, I study English at the
University.

LESSON 3

dialog a

George: šomá faransé herf mizanid?

Jamshid: nækeyr, kəmi mifahməm.

George: inglisi midunid?

Jamshid: bále, men dər danešga inglisi mixunəm.

Drill 3a.1 Imitation

men herf mizanem

men zendegi mikonem

men kar mikonem

men daers midem

men midunem

men mixunem

men mifashmem

šoma herf mizanid

šoma zendegi mikonid

šoma kar mikonid

šoma daers midid

šoma midunid

šoma mixunid

šoma mifashmid

Drill 3a.2 Multiple Substitution

mæn herf mizanem

šoma

mixun-

mæn

zendegi mikon-

pedæretun

daers mid-

pedæro mador

midun-

šoma

Drill 3a.2 (cont'd)

šoma midunid

mifahm-

men

daers mid-

xahero beradarəm

zendegi mikon-

dustəm

midun-

jamšido əli

mifahm-

fereydun

madərəm

daers mid-

Drill 3a.3 Multiple Substitution (Repeat Drill 3a.2 in the negative.)

Drill 3a.4 Multiple and Forced Substitution

men daer daneğə inglisi mixunəm.

šoma

amrika

daers mide.

farsi

dustəm

(neg)

paris

franse

men

Drill 3a.4 (cont'd)

men dər pəris fərənse mixunəm

šoma

jamšido dəstəm

fərəsi

mixun-

(neg)

men

pedəretun

širaz

dərs mid-

(aff)

əli

tehran

rusi

mixun-

(neg)

Drill 3a.5 Multiple and Forced Substitution

jamšid inglisi xub hərf mizəne.

men

šoma

-(quest)

midun-

(neg)

mifəhm-

-(statement)

men

Drill 3a.5 (cont'd)

men inglisi xub haarf nemizenzem.

farsi

(aff)

šoma

-(question)

espanyoli

deers mid-

-(statement)

fereydino pedaram

haarf mizzen-

(neg)

šoma

-(question)

midun-

inglisi

-(statement)

men

(aff)

mifashm-

men

šoma

(neg)

midun-

(aff)

Drill 3a.6 Free Conversation (Repeat Drill 2b.4)

PRONUNCIATION UNIT 3

Lesson 3 introduces the Persian sound /q/. This sound has two major variations depending on the position in which it occurs within the word. When the /q/ is at the beginning of a word, you can pronounce it by putting the back of your tongue as far back as you can (in the uvular position) and, keeping it in that position, saying a "g". Another way is to repeat the word /gi/, slowly moving the back of the tongue back as far as you can and, at the same time, changing the /i/ to /a/.

Listen to the teacher pronounce the following words:

qaf

qaz

qend

qevi

qol

qom

qu

qir

Now repeat the following pairs of words which show the contrast of /q/ with /g/:

Pronunciation Drill 3.1

qol

gol

qom

gom

qaf

gaf

qaz

gaz

qar

gar

qir

gir

qu

gu

The following words show the contrast between /q/ and /k/:

Pronunciation Drill 3.2

| | |
|-----|-----|
| qol | kol |
| qaf | kaf |
| qar | kar |
| qal | kal |
| qu | ku |

The following list shows the contrast of /q/ and /x/:

| | |
|------|------|
| qol | xol |
| qar | xar |
| qali | xali |
| qənd | xənd |
| qu | xu |

Pronunciation Drill 3.3

| | | |
|--------|--------|---------|
| qəməri | qesse | qodrat |
| qatəl | qerməz | qors |
| qafele | qeble | qorub |
| qazi | qeyr | qosun |
| quri | qəmgin | qiyyas |
| quz | qəblən | qiyyafe |
| quti | qət | qableme |

Listen for the different pronunciation of this sound when it occurs in the middle of a word. Whenever this sound occurs between vowels or before certain consonants, it is a fricative and not a stop. This means the tongue is in the same position but the air is allowed to pass through.

Pronunciation Drill 3.4

| | | |
|--------|--------|----------|
| aqa | oqat | roqen |
| baqban | taqlid | taqriben |

Pronunciation Drill 3.5

The following words contrast /q/ with /g/ in medial position:

| | |
|-------|--------|
| bərqi | bərgi |
| aqa | aga(h) |

The contrast of /q/ with /χ/ in medial position is exemplified by:

| | |
|----------|----------|
| taqriben | taxribən |
| bərqi | bərxi |

Pronunciation Drill 3.6

| | |
|--------|--|
| baqela | |
| oqab | |
| zoqal | |
| heqiqi | |
| taqdim | |
| eqbal | |

Pronunciation Drill 3.7

If /q/ occurs at the end of the word, either pronunciation is acceptable.

Variation depends on the individual speaker, or both may be used. Examples of /q/ at the end of a word are:

| | |
|-------|--|
| otaq | |
| ojaq | |
| daq | |
| soluq | |
| hoquq | |

LESSON 3

dialog b

yad migir-

learn

nevěšťen

writing

G: nevěšťen yad migirid?

Are you learning writing?

hala

now

fæget

only

mokaleme

conversation, dialog

yad migirim

we learn, are learning

J: næxeyr, ma hala fæget mokaleme
yad migirim.

No, we are learning only dialogs now.

moællem

teacher

ba

with

G: ba moællementun inglisi hærf
mizænid?

Do you speak English with your teacher?

bišter

J: næxeyr, ma bišter farsi hærf
mizænim.

No, we speak mostly Persian.

* * * *

dialog b

George: nevěšťen yád. migirid?

Jamshid: næxeyr, ma halá fæget mokalemé yád migirim.

George: ba moællementun inglisi hærf mizænid?

Jamshid: næxeyr, ma bišter farsi hærf mizænim.

Drill 36.1 Complex Substitution

a. ba moællemetun inglisi hærf mizænam

pedæræm

farsi

mixun-

jæmsid

pedæro madær

(neg)

ælio bæradæretun.

šimi

inglisi

hærf mizæn-

b. ba xahærem zendegi mikonem.

pedæræm

kar mikon-

pedæro madæræm

zendegi mikoni-

dustæm

moællemæm

inglisi mixun-

hærf mizæn-

Drill 3b.2 Imitation (Repeat once in affirmative and once in negative.)

inglisi hærf mizænim

dær tegzas zendegi mikonim.

inglisi midunim.

farsi yad migirim.

Drill 3b.2 (cont'd)

simi ders midim.

inglisi mixunim.

der amrika kar mikonim.

espanyoli yad migirim.

rusi mifehmim.

faranse midunim.

Drill 3b.3 Forced Substitution (Complex)

ma farsi yad migirim.

soma

men

pedero mader

mixun-

mifehm-

ma

(neg)

ders mid-

arabi

men

mokaleme

nevestan

jamido reza

Drill 3b.4 Forced Substitution (Complex)

men inglisi mixunem.

soma

farsi

Drill 3b.4 (cont'd)

šoma farsi mixunid.

ærebi

ma

yad migir-

inglisi

men

farsi

midun-

beraderem

šoma

inglisi

farsi

ma

inglisi

dars mid-

men

ærebi

yad migir-

farsi

mixun-

Drill 3b.5 Forced Substitution (Complex) (Repeat alternating affirmative and negative among the substitutions.)

Drill 3b.6 Simple Substitutionma fəqət məkələmə yad migirim.

nevəştən

farsı

inglisi

inglisio farsı

məkələmə

ərəbi

farsio ərəbi

nevəştən

Drill 3b.7 Forced Substitution (Complex)

ma fəqət nevəştən yad migirim.

(neg)

mən

məkələmə

(aff)

farsı

hərf mizən-

Jəmşid

torkı

(neg)

jan

inglisi

farsı

(aff)

yad migir-

Drill 3b.7 (cont'd)

jan fəgət farsi yad migir-.

inglisi

dərs mid-

simi

mən

yad migir-

(neg)

æməbi

ma

farsi

hərf-mizən-

(aff)

səma

midun-

inglisi

æməbi

yad migir-

mən

farsi

dərs mid-

jəməsid

yad migir-

inglisi

Drill 3b.8 Free Conversation. (Ask each student two questions.)

1. ſoma farsi yad migirid?
ærabi hæm yad migirid?
2. ſoma almani midunid?
faranse hæm midunid?
3. ſoma almani midunid?
faranse hæm midunid?
4. ſoma farsi xub hærf mizænid?
rusi hæm midunid?
5. mokaleme yad migirid?
neveštæn hæm yad migirid?
6. inglisi dærs midid?
mokaleme dærs midid?
7. almani yad migirid?
mæn farsi dærs midem?
8. ba ſoma farsi hærf mizænem?
ſoma ba mællemetun farsi hærf mizænid?
9. pedaro madæretun ba ſoma farsi hærf mizænend?
bæraderetun faranse midune?
10. ſoma ba bæraderetun inglisi hærf mizænid?
ſoma ba aqaye ælaví farsi hærf mizænid?
11. ſoma ba xanume ſerifi farsi hærf mizænid?
aqaye etemadi torki midune?
12. aqaye etemadi ba ſoma torki hærf mizæne?
aqaye aryan-nežad ba ſoma farsi hærf mizæne?

Drill 3b.8 (cont'd)

13. aqaye ałəvi ba aqaye mərəši inglisi hərf mizəne?

aqaye mərəši espanyoli midune?

14. şoma ba xanume şərifi espanyoli hərf mizəne?

aqaye kelinton (Clinton) ba şoma farsı hərf mizəne?

LESSON 4

dialog a.

emšab

tonight

čekar mikonənd?

What are they doing?

1: Jemšido jorj emšab cekar
mikonənd?What are Jamshid and George doing
tonight?

dənevət

invitation

dərənd

they have

2: emšab dənevət dərənd.

They are invited out tonight.

cetor

how, how about

kar darid?

are you busy?

1: Šoma cetor? kar darid?

How about you? Are you busy?

2: nəxeyr. Kar nədərəm.

No, I'm not busy.

* * * *

dialog a.

1: Jemšido jorj emšab cekár mikonənd?

2: emšab dənevət dərənd.

1: Šomá cetór? kár dərid?

2: nəxeyr. Kár nədərəm.

Drill 4a.1 Forced Substitution

jemsido jorj emsab cekar mikonend.

šcma

ma

beradæretun

pedæro madæretun

ma

moællemetun

dustæm

šoma

pedæretun

jorj

beradærem

Drill 4a.2 Complex Substitution (Substitute, one at a time, any of the items listed.)

| pedær | -æm | daævet | dar | -e |
|-------|-----|--------|-----|----|
|-------|-----|--------|-----|----|

| | | | | |
|--------------|---------|-------|--|-------|
| madær | (-etun) | kar | | (neg) |
| beradær | (-æm) | ders | | (aff) |
| xahær | | kelas | | |
| dust | | | | |
| pedæro madær | | | | |
| moællem | | | | |

Drill 4a.3 Forced Substitution (Students should not include subject in the response; only the verb ending should be changed.)

bæle,

seyli kar darem.

- (ma)
- (soma)
- (jæmsido æli)
- (pedero mæderetun)
- (pederemo mællemetun)
- (men)
- (soma)
- (ma)

Drill 4a.4 Forced Substitution (Repeat Drill 4a.3 in the negative).

PRONUNCIATION UNIT 4

Pronunciation Drill 4.1

Imitate:

| | | |
|-----------|--------|----------|
| mix | xaj | rok |
| kax | xænde | ruz |
| sæxt | hendi | dir |
| šeyx | hed | šer |
| šux | jet | šur |
| doxtær | xod | mar |
| mox | noxod | tar |
| æxtær | nahid | tær |
| næxab | næx | nilufer |
| bóxorid | næxše | sir |
| Næxeridem | hæxšeš | šir |
| xers | mešhad | biarid |
| xan | riš | békərid |
| saxtan | rešte | arayesga |
| xis | rial | ərəbi |
| xis | rivas | barun |
| xiar | ræxt | bord |
| xiamet | rædif | ceerm |
| hend | reza | gorz |
| henuz | ræst | gorbe |
| hava | rošd | cærk |
| hus | rox | peert |
| kos | rešm | færš |
| xis | ru | fars |
| hic | reŋj | |
| haj | rud | |

LESSON 4

dialog b.

mirim

we go, are going

sinema

the movies, movie theater

šomam

contraction of /šcma/ and /hem/

biayd

ccme. (command form)

1: ma mirim sinema. šomam biayd.

We're going to the movies. Why don't you come along?

xeyli xob

fine, OK

ki

who

2: xeyli xob. ba ki mirid?

Fine. Thanks. Who are you going with?

1: məno rezavo ali mirim.

Reza, Ali and I are going.

mašin

car, automobile

2: ali mašin dare?

Does Ali have a car?

taksi

taxi

1: nəxeyr. mašin nədare, ba taksi

No, he doesn't have a car. We're going by taxi.

* * * *

dialog b.

1: ma mirim sinema. šomam biayd.

2: xeyli xob. ba ki mirid.

1: məno rezavo ali mirim.

2: ali mašin dare?

1: nəxeyr. mašin nədare. ba taksi mirim.

Drill 4b.1 Complex Substitution

ma mirim sinema.

men

meno ali

kelas

soma

kalifornia

ma

iran

rezavo ali

oklahomavo tegzas

men

soma

Drill 4b.2 Complex Substitution (Repeat Drill 4b.2 alternating negative and affirmative in addition to listed substitutions.)

Drill 4b.3 Forced Substitution (Read through once to class, emphasizing substitutions that require /-vo/.)

ælio jemšid inglisi mixunənd?

men

soma

reza

dara

sirin

fereste

Drill 4b.3 (cont'd)

fereštevo jaemšid inglisi mixurænd?

šoma

məhmud

dara

Drill 4b.4 Expansion

reza ba ki mire?

rezavo ali ba ki mirænd?

rezavo ælio ferešte ba ki mirænd?

rezavo ælio fereštevo dara ba ki mirænd?

rezavo ælio fereštevo daravo məhmud ba ki mirænd?

rezavo ælio fereštevo daravo məhmudo jorj ba ki mirænd?

Drill 4b.5 Complex Substitution

ba mašin mirim təbriz

sevari*

tehran

həvapeyma*

kerman

teren*

esfəhan

azerbayjan

mašin

məšhad

sevari

Drill 4b.5 (cont'd)

ba cevari mirin məşəl

rezaye

kəvəpəyma

teren

abadan

şiraz

maşin

babolşər

təbriz

Drill 4b.6 Multiple Substitution (If time permits, repeat Drill as a multiple substitution drill, giving two cues simultaneously.)

LESSON 5

5.1 Review of Lessons 1-6

1. Review the dialogs of Lessons 1-5 in sequence as one dialog.
2. Review Drills 1.6, 3.6, 3.10, 3.11, 4.4 and 5.3.

GRAMMAR

1. Pronunciation

The consonants of Persian are:

/p/ /b/ /t/ /d/ /k/ /g/ /q/
 /f/ /v/ /s/ /z/ /ʃ/ /z/ /c/ /ʒ/ /x/
 /m/ /n/ /r/ /l/

The vowels of Persian are:

| | |
|-----|-----|
| /i/ | /u/ |
| /e/ | /o/ |
| /æ/ | /a/ |

Semivowels: /y/ /w/

Stress must be pronounced on the correct syllable.

The sound /q/ has two variants:

1. The air-flow is completely stopped and released when making this sound if it occurs at the beginning of a word.
2. The air-flow is partially obstructed if this sound occurs between two vowels or before /d/, /b/, /g/, /v/, /z/, /z/ /ʃ/, /m/, /n/, /r/ or /l/.

1.1 The Variants of the /k/ Sound

You will notice that the point of contact in making a /k/ sound in English depends on the vowel that follows it. The /k/ is made farther back

if it precedes /uw/, /u/, /ow/ or /o/, and farther front if it precedes /iy/, /i/, /ey/, /e/, or /æ/. Try to feel the exact place you make the /k/ when you say the following English words:

| | |
|-----|-------|
| key | coop |
| Ken | coat |
| cat | cough |

The Persian /k/ also is made in a relatively "fronted" position before the Persian sounds /i/, /e/ and /æ/ and is made farther back in the mouth before /u/, /o/ and /a/. There is, however, an additional difference between these two variations of the Persian /k/. The tongue is slightly raised toward the top of the mouth while saying /k/ before /i/, /e/ or /æ/. This raising of the tongue results in what sounds like an additional "y" sound between the /k/ and the vowel, as in the English sequence "cue" /kyuw/. A Persian /k/ before /i/, /e/, or /æ/, or at the end of a syllable is always pronounced (k^y). You will be much better understood if you learn the variations of the Persian /k/ and use them in your speech.

Listen to the following words that contrast the two variations of /k/ in Persian:

| | |
|-------|-------|
| kem | kam |
| kef | kaf |
| kes | kos |
| ketab | kotub |
| ki | ku |
| kise | kuse |

Now, imitate, saying the /k/ with its "y" sound in words of the first list.

The same kind of variation is true of the sound /g/. The raising of the tongue while making a Persian /g/ at the end of a syllable or before /i/, /e/ or /æ/ results in the "y" sound of the English "Montague," /mantəgyuw/. Practice making the variations of /g/ in the following words:

| | |
|-------|---------|
| gaz | gez |
| gar | ger |
| gav | gev |
| gol | gel |
| goraz | geran |
| guya | giya(h) |
| gur | gir |
| guše | giše |

Practice the following words with /k/ and /g/ at the end of a syllable:

| |
|-----|
| pak |
| tak |
| læk |
| nik |
| lik |
| xuk |
| sag |
| rag |
| dig |
| rig |

1.2 Intonation and Sentence Stress

We have been using two major intonation types:

1. beradareem der amrika zendegi mikone.
2. beradaretn der amrika zendegi mikone?

Note that the question intonation in Persian is:
opposed to the English pattern:
English question: Does your brother live in America?

The intonation pattern of a sentence containing a question words such as /koja/, /cetor/, etc. is the same as the statement intonation pattern:

pedaretn koja zendegi mikone?

The slight contour at the end of pattern 2 is optional and not often used. The distinguishing feature is the pitch level, not the pitch direction. Listen:

beradaretn der amrika zendegi mikone, question
beradaretn der amrika zendegi mikone, statement

Statements with intonation type one will be marked by a final period (.).
Questions with intonation type two will be marked by a question mark.
Questions containing a question word will be marked by a slashed question mark (/).

The intonation pattern is greatly affected by the position of the loudest stress of the sentence (which is marked here by _). You will note that the intonation rises at this point and that the pattern after the loudest stress and intonation fall indicates the difference between pattern one and pattern two. Note:

The loudest stress of the sentence may be moved by emphasizing a different word in the sentence. The intonation pattern then changes:

1. beraderetun dər amrika zendegi mikone.

2. beraderetun dər amrika zendegi mikone?

The above sentences stress the idea of your brother (not your sister), living in America.

2. Verbs

The verbs used in the dialogs and drills can be divided into two classes:

I. Verbs with the /mi-/ prefix.

a. Simple Verbs /midun-/, /mifohm-/, /mixun-/, etc.

b. Compound Verbs /zendigi mikon-/, /herf mizən-/, etc.

II. Verbs Without the /mi-/ prefix: /dar-/.

The prefix /mi-/ performs a grammatical function which will be discussed at a later date.

Although the compound verbs consist of a verb and another element, they function as verbal units, and must be thought of as a verb.

2.1 The Person Endings of the Verb

Person endings suffixed to the verb must agree with the subject pronoun.

| | |
|----------------|------------|
| nən | midən |
| ma | midim |
| səma | dərs midid |
| beraderəm | mide |
| pedəro maderəm | midənd |

Person endings are suffixed to the base form of every verb.

2.2 The Negative

The negative particle /ne-/ is always prefixed to the verb preceding the /mi-/, or, in the case of Class II verbs, prefixed directly to the verb stem. The pronunciation of /ne-/ when not preceding /mi-/ changes to /mə-/.

I-a Verbs

nemidurəm

nemifshmān

nemixurəm

I-b Verbs

zendegi nemikorəm

dərs nemidəm

hərf nemizerəm

II Verbs

medareəm

The negative prefix carries the loudest stress of the sentence (and the highest point of intonation) unless another word is stressed for emphasis. Iranians learning English may substitute the sentence stress and intonation of:

men farsi xub hərf nemizerəm.

for the English stress and intonation pattern:

I don't speak Persian very well.

By stressing the negative and substituting the resultant intonation pattern, an Iranian saying the English sentence may say:

I don't speak Persian very well.

3. Word Order in the Sentence

Examples of the two kinds of sentences we have seen so far are:

I. men + (dər danəga) + (inglisi) + dərs midəm.

II. men + (ba taksi) + mireem + (sinema).

Type II sentences contain a verb of motion, which in colloquial speech usually precedes the object. However, if the object of the verb is being emphasized, it may precede the verb:

šoma mirid kalifornia?

nækeyr, men tegas mirem.

If the sentence does not contain a verb of motion, sentence type I must be used.

4. Style

The use of dær in the construction dær esfahan, etc., is stylistically optional. Omission of dær indicates more informal usage; dær is used in slightly more formal speech. There is no change of grammatical meaning.

LESSON 6

dialog a

-e

grammatical connector

1: béradáre jæmsid koja inglisi mixune? Where does Jamshid's brother study English?

dæbirestan

high school

2: dær dæbirestane ælborz. At Alborz high school.

1: duste amrikai hæm dare? Does he have an American friend, too?

-es

his, her, its.

hæmíše

always

2: bæle. ba dusteš hæmíše, inglisi hærf mízene. Yes, he always speaks English with his friend.

* * * *

dialog a

1: béradáre jæmsid kojá inglisi mixune?

2: dær dæbirestáne ælbórz.

1: dúste amrikai hæm dáre?

2: bæle. ba dústeš hæmíše inglisi hærf mízene.

Drill 6a.1 Simple Substitution

bærædere jæmsid koja inglisi mixune?

pedær

mader

xaher

dust

Drill 6a.2 Simple Substitution

bærædere jæmsid koja inglisi mixune?

fereydyn

fereste

pærviz

hoseyn

~~✓~~

Drill 6a.3 Simple Substitution

der dæbirestane ælborz inglisi yad migire.

žale

ferdowski

(substitute other names of high schools.)

Drill 6a.4 Multiple Substitution

xahere ferešte inglisi midune.

pedar jæmsid

dust mænucer

mader mællæmæm

pæsar* æli

bærader mæhmud

Drill 6a.5 Complex Substitution (Repeat as a Multiple Substitution Drill.)

ba beradare jemsid miram sinema.

jorj

xaher

darius

pedær

fereydun

mader

fereste

mehmud

dust

pedaro mader

moellem

Drill 6a.6 Complex Substitution (Repeat as a Multiple Substitution Drill.)

beradare aeli duste amrikai dare.

xaher

(neg)

irani

(aff)

jemsid

keta

amrikai

mader

fereydun

(neg)

Drill 6a.6 (cont'd)

medare fereydun ketabe amrikai medare.

irani

pedar

(aff)

amrikai

dust

pərviz

(neg)

berader

irani

ferešte

(aff)

Drill 6a.7 Imitation (Pronunciation Review)

| | | |
|----|----------|------------|
| a. | xaher | xunxar |
| | xahan | xošxet |
| | xahəd | xuk |
| | xodxahi | ke x |
| | xahəš | kək |
| | xošhal | hokmi |
| | haselxiz | hexaməneši |

b. xahere xosrow xeyli xošhale.

Drill 6a.8 Simple Substitution

a. ba dutesh inglisi herf mizane.

pedar

mader

xaher

mcællem

berader

peser

b. ba dutesh inglisi herf mizane.

pedar farsi

mader rusi

berader færanse

xaher espanyoli

mcællem žaponi

Drill 6a.9 Forced Substitution (Repeat among students until automatic.)

(T: ba dutesh herf mizane. men. S: ba dutesh herf mizane.)

(men) ba dutesh herf mizane.

(u*)

(šoma)

Drill 6a.10 Complex Substitution (Repeat giving two cues simultaneously.)

ali ba beradere jomšid inglisi herf mizane.

| | | | | | |
|---------|----------|---------|-------------|-------|-------------|
| xaher | dara | farsi | yad migire. | (neg) | (question) |
| mader | reza | færanse | | (aff) | (statement) |
| pedar | fereydyn | rusi | | | |
| dust | fereste | | | | |
| mcællem | | | | | |

LESSON 6

dialog b

emšəb

tonight

1: ſoma emſəb cekar mikonid? What are you doing tonight?

bəraye

for

qəza

food

2: bəraye qəzəyə amrikai dəvvət I have an invitation for American food.
dərəm.

1: rast migid? koja? Really? Where?

xune

house, home

2: xuneye jorj. George's house.

* * * *

dialog b

1: ſomá emſəb cekár mikonid?

2: bərəye qazáyə amrikáy dəvvət dərəm.

1: rást migid? kojá?

2: xunéye jorj.

Drill 6b.1. Simple Substitution Drill

| | | | |
|--------|-------------|-------|--------|
| xuneye | jorj | dævæt | darem. |
| | fereydun | | |
| | pedarem | | |
| | bæraderetun | | |
| | dustetun | | |
| | mællemeš | | |
| | dusteš | | |
| | pedæretun | | |
| | mællemetun | | |

Drill 6b.2 Simple Substitution Drill (Review)

| | | | | |
|----------|---------|---------|--------|--------|
| xuneye | hoscyno | jæmšid | dævæst | daram. |
| fereydun | | ali | | |
| širin | | feresté | | |
| mæhmud | | dariuš | | |
| æli | | mæhmud | | |
| dariuš | | mænucer | | |

Drill 6b.3 Complex Substitution

meno ferešte mirim danešgaye tehran.
širaz
soma
meshad
kemsid

Drill 6b.3 (cont'd)

šomavo jæmšid nemirid danešgaye mešhed

kolombia

(question)

(aff)

men

(statement)

(neg)

reza

nyo york

šahr*

šikago

länden*

danešga

beradæretun

tegzas

(neg)

(aff)

beradæretun

sinema*

niagara*

ferdowski

(neg)

Drill 6b.4 Complex Substitution (Repeat as a Multiple Substitution Drill.)

a. jæmšid beraye gazaye amrikai dmevæt dare.

| | |
|--------|---------|
| nchar* | irani |
| šam* | inglisi |
| | rusi |
| | ærabi |

Drill 6b.4 (cont'd)

b. Jemšid ferda šame irani dorost mikone.*

nehar inglisi
cai* irani
qeza arabi
polo* armeni*
qæve* torki

SUPPLEMENTARY LESSON 1

Materials needed: a pencil, a pen, a notebook, a book, a sheet of paper, a table.

Situation: Classroom Chart 1

* * * *

1. lotfan guš konid. (Point to objects as you say the following words and sentences.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in katab-e.

2. lotfan tekrar konid. (Have the students repeat each words and the corresponding statement after you. Point to the objects as they repeat after you.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in katab-e.

daftær. in daftær-e.

kæqæz. in kæqæz-e.

miz. in miz-e.

3. (Have the individual student repeat after you.)

4. lotfan jævab bedid. T: in či-e/ . (Point to a' book.)

S: in katab-e.

(Continue in the same way, pointing to:)

medad

xodnevis

ketab

daftær

kæqæz

miz.

Supplementary Lesson 1 (cont'd)

5. Let them ask you. (Reverse the above practice; have the individual student ask you the same questions, e.g.:)

S: in ci-e/ (Pointing to pencil.)

T: in medad-e.

6. (Have the students question and answer among themselves, e.g.:)

S₁: in ci-e/

S₂: in -----e.

Pronunciation Unit 5

Changes from colloquial Persian to the more formal forms of the language involve certain phonetic changes. The simpler and more common phonetic changes should be introduced to the student so that he will not be confused by a form that differs from one he has learned.

One example of a phonetic change that occurs on different levels of Persian is the dropping of the /h/ phoneme.

The word /danešga/ occurs again in Lesson 7. This word has been previously presented in its colloquial form. On a more formal level of Persian (one in which this word occurs frequently) the form will be /danešgah/. The trend in colloquial Persian is to drop /h/ in syllable final position. On a more formal level, however, the /h/ is clearly enunciated.

Since /h/ never occurs in syllable final position in English and because it is often retained in normal speech, the following exercises should be drilled.

Pronunciation Drill 5.1 Imitation

| | |
|-------|--------|
| teh | tæfrih |
| dæh | noh |
| beh | rah |
| kuh | mah |
| ænduh | šah |

Pronunciation Drill 5.2 Imitation

| | | | |
|---------|--------|---------|-------|
| tehran | æhmed | béhsí | ehsas |
| behtær | ahsan | tohméat | æhsam |
| kæhroba | mehtab | sehne | ehya |

Pronunciation Drill 5.2 Imitation (cont'd)

mehri

æhli

möhri

lahje

séhvi

mifahrem

ehtemal

LESSON 7

dialog a

1: beradære jemšid amrika
zendegi mikone? Is Jamshid's brother living in America?

2: bæle. dær danešgaye tegzas
dærs mide. Yes, he's teaching at the University
of Texas.

kučik

small, younger

dare

he, she has

1: beradære kučik hem dare? Does he have a younger brother, too?

do

two

ye

one, a (an)

2: bæle. do beradære ye xaher
dare. Yes, he has two brothers and a sister.

* * *

1: beradære jemšid amriká zendegi mikone?

2: bæle. dær danešgaye tegzás dærs mide.

1: beradære kučik hem dare?

2: bæle. do beradære ye xaher dare.

Drill 7a.1 Simple Substitution (Review)

beradere reza dars mide.

xaher

dust

mader

peder

peser

dust

beradar

pedær

Drill 7b.2 Complex Substitution (Repeat including alternation of negative and affirmative.)

beradare jemšid dær amrika zendegi mikone.

jorj

xaher

darius

mader

peser

dars mide.

berader

jemšid

dust

reza

inglisi mixune.

berader

xli

zendegi mikone

kar mikone

Drill 7a.5 Complex Substitution (Repeat as Multiple Substitution, giving no more than two cues at the same time.)

jāmšid beradære kucik dare.

bozorg*

(neg)

xaher

kucik

(aff)

æli

ferešte

Drill 7a.6 Combination Drill (Review)

reza dær danešgaye tegzas dars mide.

beradære reza dær danešgaye tegzas dars mide.

beradære reza dær danešgaye kolombia dars mide.

dariuš danešgaye kolombia dars mide.

duste æli dær danešgaye kalifornia dars mide.

madere jāmšid dær danešgaye kalifornia dars mide.

pedare sirus*dær danešgaye kalifornia dars mide.

Drill 7a.7 Conversation

1. ſoma beradær darid?
2. ſoma xaher darid?
3. ſoma beradære kucik darid?
4. ſoma xahere bozorg darid?
5. ſoma xahere kucik darid?

Drill 7a.8 Conversation (The teacher questions students about their families, and about other students' answers.)

1. soma beradære kucik darid?
2. 1 beradære kucik dare?
3. soma xaher darid?
4. 3 xaher dare?
5. soma xahere kucik darid?
6. 5 xahere kucik dare?
7. soma beradær dare?
8. 7 beradær dare?
9. 1 o 3 xaher darænd?
10. 3 o 5 xaher darænd?
11. 5 xaher darænd?
12. soma vo 3 beradær darid?
13. 5 o 7 beradære kucik darænd?
14. 7 o 3 xaherebozorg darænd?

Pronunciation Unit 6

1. xahére qasém xéyli xošexláqe.
2. bēbexšid xanúm, ye qédri qend mixan.

LESSON 7

dialog b

1. beradáre kucíkéš cekár mikone? What does his younger brother do?
dárs mixune he studies (in general)
2. beradáre kucíkéš dár tehrán His brother studies in Tehran.
dárs mixune.
1. xahéreš cetor? What about his sister?
šagerd pupil, student
dábestan primary school
-e he, she, it, is
2. xahéreš šagerde dábestan-e. His sister is an elementary school student.

* * * *

dialog b

1. beradáre kucíkéš cekár mikone?
2. beradáre kucíkéš dár tehrán dárs mixune.
1. xahéreš cetor?
2. xahéreš šagerde dábestan-e.

Drill 7b. Forced Substitution (Use subject pronoun as cue.)

bəradər kucikes dər tehran dərs mixune.

| | |
|-------|--------|
| -əm | (men) |
| -es | (u) |
| -əm | (men) |
| -etun | (soma) |
| -es | (u) |
| -əm | (men) |
| -etun | (soma) |
| -etun | (soma) |
| -əm | (men) |

Drill 7b.2. Complex Substitution

bəradəre kucikes unja zendegi mikone.

xahər

bozorg*

bəradər

inglisi mixune

dust

fəranse

kučik

xahər

espanyoli

bozorg

bəradər

dust

farsi

Drill 7b.3 Complex substitution drill (Use subject pronoun as cue for -es, -em, etc.)

xaher-e bozorges færanske mixune.

(šoma)

béradar

kučik

(mæn)

dærs mide.

šimi

peser

(u)

doxtær

(mæn)

mixune.

béradar

(šoma)

(u)

xaher

bioloži

bozorg

kučik

dærs mide.

doxtær

bozorg

(mæn)

midune

Drill 7b.4 Complex Substitution

| | | | | |
|------------|-----|-----------------|------------------------|---|
| mæn | dær | danesgaye | tegzas | dærs midæm. |
| ma šoma | | danešga sahr | kalifornia nyu york | farsi yad migir- zendegi mikon- (neg) (aff) |
| mæn | | dæbestan | yæzd* | inglisi dærs mid- |
| jorj | | dæbirestan | borujerd* | torki yad migir- |
| jæmsid | | | ærak | |
| | | | rezye | |
| | | | hemedan | |
| | | | kermanseh | |
| | | | xoy | |
| | | | siraz | |

Drill 7b.5 Conversation (The teacher questions student one; he then questions student two about student one's answers.)

1. šoma xaher darid?
xahere kucik darid?
xaheretun koja zendigi mikone?
2. 1 xaher dare?
xahere kucik dare?
xaheres koja zendigi mikone?

(Repeat these questions, substituting /beradør/, to the third student and question student four on student three's answers. Continue in this manner until all the students have been questioned.)

Drill 7b.6 Conversation

At this point the teacher should make a short description of his family, including how many brothers and sisters he has, whether they are younger or older than himself, and should mention where they live. This should not be too long since the students will have to remember the facts. The teacher will then proceed to ask the students about his family. Do not mention names yet.

SUPPLEMENTARY LESSON 2

1. lotfæn guš konid.

| | |
|-------------|-------------------|
| saæt | un saæt-e. |
| dær | un dær-e. |
| tæxtepakkon | un tæxtepakkon-e. |

2. lotfæn tekral konid.

| | | | |
|-------------|-------------------|---------|---------------|
| saæt | un saæt-e. | gæc | un gæc-e. |
| dær | un dær-e. | sændæli | un sændæli-e. |
| tæxtepakkon | un tæxtepakkon-e. | divar | un divar-e. |

3. lotfæn jævab bedid.

T: un ci-e/ (Point to cue.) S: un dær-e.

(Continue in this way with the following cues:

| | |
|----------------|------------|
| 1. saæt | 4. gæc |
| 2. dær | 5. sændæli |
| 3. tæxtepakkon | 6. divar |

4. Substitution Practice

in medad-e.

ketab
daftær
ci

un
xodnevis
kaqæz
miz
sændæli
ci
tæxtepakkon

in
gæc
un
saæt
divar
kaqæz
xodnevis
tæxtepakkon

LESSON 8

dialog a

un

that

ki

who

1. un aqa ki-e? Who is that man?
 esm name

2. un duste jæmsid-e. esmeš That's Jamshid's friend. His name is
 jorj-e. George.

1. rast migid? amrikai-e? Really? Is he an American?
 tegzasi a Texan, someone from Texas

2. bæle. tegzasi-e. Yes, he's from Texas.

* * * *

dialog a

1. un aqá ki-e?

2. un dúste jæmsíd-e. ésméš jórj-e.

1. rast migid? amrikai-e?

2. bæle, tegzasi-e.

Drill 8a.4 Simple Substitution

mašinəm kucik-e

bozorg

xub

bæd

qermez*

sefid*

sæbz*

zærd*

Drill 8a.5 Complex Substitution (Repeat as a multiple substitution drill.)

mašinəm kucik-e

| | | |
|----------|---------|--------|
| ketab | (-es) | bozorg |
| dæftær | (-əm) | xub |
| medad | (-etun) | bæd |
| xodnevis | | qermez |
| kagez | | sefid |
| | | sæbz |
| | | zærd |

Drill 8a.1 Forced Substitution

jæmsid i.ani-e?

a. amrika----

italya----

tehran----

tegzas----

esfæhan----

tæbriz----

zapon----

alman----

Drill 8a.1 (cont'd)

soma inglisi hərf mizənid?

b. alman----

zapon----

italya----

hend----

čin-----

Drill 8a.2 Simple Substitution

a. fereydun kord-e?

rus

tork

bəluc

torkəmen

æfqan

ərəb

b. soma kordi hərf mizənid?

rusi

torki

bəluci

torkəmeni

æfqani

ərəbi

Drill 8a.3 Complex Substitution

aqaye sadeq irani-e?

ælevi

amrikai

šerifi

almani

hærf mizæn-

xanum

italyai

mæraši

midun-

ræſti

-e

aqa

bæxtiari

etemadi

tork

aryan-nežad

æhvazi

hærf mizæn-

sadeq

farsi

dærs mid-

mazænderani

midun-

šerifi

-e

xanum

kord

LESSON 8

dialog b

1. esme šoma jorj-e? Is your name George?
 famil last name

2. bále, aqa, esme familäm Yes, (Sir), and my last name is Stone.
 hém eston-e.

1. päs esme kuciketun jorj-e. Then your first name is George.
 2. bále. esme šoma ci-e? Yes. What's your name?
 1. esme familäm širazi-e. My name is Shirazi.

* * * *

dialog b.

1. ésmé šomá jórj-e?
 2. bále, aqá, ésmé familäm hém estón-e.
 1. päs ésmé kucíketun jórj-e.
 2. bále. ésmé šomá ci-e?
 1. ésmé familäm širazi-e.

Drill 8b.1 Conversation

a. T: esme kuciketun ci-e?

S₁₋₈ esme men----e.

b. T: esme fəmiletun ci-e?

S: esme fəmiləm----e.

Drill 8b.2 Multiple Substitution (Explain that first and last names are connected by an "ezafe" in Persian. Be sure to do a number of examples before you begin this drill.)

T: un aqa ki-e? S: esmeš jamšide nežad-e.

| | |
|---------|------------|
| əli | sənjabi |
| məhmud | Jaemşidpur |
| fereste | sərifi |
| gasem | sadeq |
| hoseyn | etemadi |
| səid | əlavı |

Drill 8b.3 Conversation

T: esme šome ci-e?

S: esme men ----e----e.

Drill 8b.4 Conversation (Ask each student.)

bəradər darid?

esme kucikeš ci e?

koja zendegi mikone?

kar mikone? koja?

espanioli midune?

mire danešga?

Drill 8b.4 Conversation

| | | |
|-----------------|--------------|----------------------|
| T: esme pedzare | jamšid ci-eʃ | S: esmeʃ fereydun-e. |
| xahar | | Şirin |
| madər | | nuşin |
| bəradərə kucik | | pərviz |
| bəradərə bozorg | | mənucər |
| madər bozorg* | | pərvin |
| pedər bozorg* | | məhmud |

Drill 8b.6 Complex Substitution (Review)

| | | | | |
|----------------|--------|---------|-----------|----------|
| moğləmə | parviz | fizik | xeyli xub | midun-e. |
| dust | jamšid | inglisi | dərs mid- | (neg) |
| beradər | zohre | şimi | wifishm- | (aff) |
| pedərə madər | mina* | fərsi | midun- | |
| xaharə bəradər | | | | |

Drill 8b.7 Complex Substitution (Review)

| | | |
|----------|-----------------|----------|
| masine | bəradərəm | kucik-e. |
| medad | xaher | sefid |
| xodnevis | pedar | |
| kaqez | madər | zərd |
| ketab | dust | əbz |
| | məlləm | qermez |
| | bəradəre kucik | bozorg |
| | bəradəre bozorg | xub |
| | xahere kucik | bed |
| | xahere bozorg | |

SUPPLEMENTARY LESSON 3

1. lotfæn tekurar konid. (Choral practice)

| | |
|----------------|-------------------|
| in miz-e. | un sændæli-e. |
| in gæc-e. | un tæxtepakkon-e. |
| in xodnevis-e. | un sæt-e. |
| in ketab-e. | un dæftær-e. |
| in medad-e. | un xodnevis-e. |
| in dær-e. | un divar-e. |
| in kægæz-e. | un medad-e. |

2. Individual Practice (Repeat until each student can say the sentence

T: miz - sændæli S: in miz-e. un sændæli-e.

medad - kægæz
xodnevis - sæt
dær - divar
gæc - tæxtepakkon
ketab - dæftær

(Repeat until each student can say the sentence easily using two cues at a time.)

3. lotfæn guš konid.

| | |
|-------------------|---------------------|
| in mize mællem-e. | un mize řagerd-e. |
| in ketabe mæn-e. | un ketabe jæmšid-e. |

4. lotfæn tekurar konid.

| | |
|------------------------|-----------------------|
| in mize mællem-e. | un mize řagerd-e. |
| in ketabe mæn-e. | un ketabe jæmšid-e. |
| in kægæze dan-e. | un kægæze sirin-e. |
| in xodnevise xosrow-e. | un xodnevise axtær-e. |
| in sændælie řagerd-e. | un sændælie mællem-e. |
| in medade judi-e. | un medade karol-e. |

5. (Have each student make a complete sentence using one of the following possessors.)

T: mællem S: in(un) mize mællem-e.

řagerd
mæn
xosrow
jæmšid
karol

LESSON 9

dialog a

hal

condition, state, health

1: aqaye ſirazi, ſelam, hale
soma cetor-e?

Mr. Shirazi, hello, how are you?

2: mersi, xube. hale ſoma
cetor-e?

Fine, thanks. How are you?

nift

it is not (neg. of /-e/)

væli

but

ſer

head

dærd mikone

it hurts

1: mersi, bæd nift. væli ſærem
dærd mikone.

Not bad, thanks, but I have a
headache.

ziab

very much, too much

xob

well, (as hesitation "Well...")

2: xob, ſoma ziad kar mikonid. Well, you work too much.

dorost

right, correct, true

bæd æz zora

(in the) afternoons

esterahet mikon-

rest (verb)

1: doroste. væli bæd æz zora
esterahet mikonem.

That's true, but I rest in the
afternoon.

* * * *

dialog a

1: aqaye ſirazi, ſelam, hale soma cetor-e?

2: mersi, xube. hale ſoma cetor-e?

1: mersi, bæd nift. væli ſærem dærd mikone.

2: xob, ſoma ziad kár mikonid;

1: doroste. væli bæd æz zora esterahet mikonem.

Drill 9a.1 Forced Substitution (Review)

šoma ziad kar mikonid.

jamšid

men

dustetun

pedæretun

ma

aqaye širazi

pedæro madæretun

Drill 9a.2 Forced Substitution (Review)

bæd æz zora esterahæt mikonæm.

(man)

kar mikon-

(šoma)

mir- bazar

(ma)

farsi mixun-

(u)

esterahæt mikon-

dærs mixun

farsio inglisi mixun-

Drill 9a.3 Simple Substitution

bæd æzzora cekar mikonid?

soba*

šoba

jomeha*

šembeha*

yekšembeha*

dcšembeha*

seembeha*

Drill 9a.3 (cont'd)

čaršambaha* cekar mikonid?

pənjsəmbeha*

Drill 9a.4 Complex Substitution

| | | | |
|------|-------|--------|---------|
| šeba | miram | kelase | inglisi |
| soba | | | |

(jəmšid)

došəmbeha

danešgaye təbriz

(pedəro madəretun)

došəmbeha

caršambaha

(širino zohre)

(soma)

pənjsəmbeha

kelase fizik

sesəmbeha

joməha

(mən)

šəmbeha

caršambaha

danešgaye širaz

(məhmud)

joməha

danešgaye tehran

Drill 9a.5 Simple Substitution (Vocabulary)

a. sar česm dəst del

pa dəndun pošt

b. (Point out that after /-a/ and /-i/, /etun/ becomes /-tun/.)

danešgatun ceter-ež

xabgatun*

patun

farsitun

inglisitun

c. (Point out that after /-a/ and /-i/, /-eš/ becomes /-š/)

in danešgaš-e.

xabgaš

paš

farsiš

inglisiš

d. (Point out that /-em/ changes to /-m/ before /-a/ or /-i/)

in danešgam-e

xabgam

pam

farsim

inglisim

Drill 9a.6 Forced Substitution

særæm dærd mikone

cesm

۱۸

daendum

da st

post

del

Drill 9a.6 Forced Substitution

(Complex)

mašineš- bæd nist

danesga (-em)

kelas (-etun)

ketah

kelese farsi

dæbirestan

inglisi

LESSON 9

dialog b

1. Šeba cekar mikonid? what do you do in the evenings?

me:mulan usually

ketab mixun- read (books)

2: Šaba me:mulan ketab mixuræm. I usually read in the evening.

saæt hour

cænd how much, many

saæt cænd (at) what time?

šam dinner

mixor- eat

1. Saæt cænd šam mixorid? What time do you eat dinner?

hæst eight

(saæt hæst) (at) eight o'clock

2: me:mulan saæt- hæst šam mixorim. We usually eat dinner at eight o'clock.

* * * *

dialog b

1. Šebá cekár mikonid.

2. Šebá me:mulan ketab mixuræm.

1. saæte cænd šam mixorid?

2. me:mulan saæte hæst šam mixorim.

Drill 9.b.1 Simple Substitution (Draw a clock, using Persian numbers, as a visual cue).

mæmulæn sæt yek miræm kelase inglisi.
 do
 se.
 car
 þænj
 šis
 hæft
 hæst
 noh
 dah
 yazdæ
 dævazdæ

(Repeat this exercise rearranging the numbers at random, pointing to the clock, until they are well learned.)

Drill 9b.2 Conversation (Cued Response)

T: sæt cænd mirid sinemaye empayr? (do) S: sæt-e do miræm sinemaye empayr.
 sæt cænd mirid danešgaye tehran? (hæft)
 sæt cænd mirid mænzele moællementun? (yazdah)
 sæt cænd mirid un film-e rusi? (hæst)
 sæt cænd mirid mænzele jamšido æli? (šis)
 sæt cænd mirid sinemaye taj*? (þænj)
 sæt cænd mirid šemrun? (dævazdah)
 sæt cænd mirid mænzeletun? (car)

Drill 9b.2 (cont'd)

saæt cænd mirid mænzelæ bæræretun? (yek)

saæt cænd mirid mænzelæ bærædere jæmsid? (se)

saæt cænd mirid mænzelæ mællemæ ferešte? (dæh)

Drill 9b.3 Complex Substitution

| | mean | transliteration | saæt hæſt ſam | mixorgæ |
|-------|--------------|-----------------|---------------|----------|
| (neg) | ma | ſæba | 1 | sobhane* |
| (aff) | ſoma | bæzd-æz zora | 2 | næhar |
| | jæmsid | soba | 3 | ſam |
| | mæn | ſæba | 4 | qeza |
| | pedaro madar | | 5 | |
| | jæmsido ali | | 6 | |
| | | | 7 | |
| | | | 8 | |
| | | | 9 | |
| | | | 10 | |
| | | | 11 | |

Drill 9b.4 Conversation (Review)

1. esme madæretun ci-e/
2. esme xahæretun ci-e/
3. esme bæræderætun ci-e/
4. esmæ mællemætun ci-e/

Drill 9b.4 (cont'd)

5. pedæretun koja zendegi mikone?
6. madæretun kar mikone?
7. xahero bæradær darið?
8. mællemetun irani-e?
9. kelasetun bozorg-e?
10. medade soma ~~gæmæz~~-e?
11. ketabe men bozorg-e?
12. ketabe said sahg-e?
13. mællemme soma amrikai-e?
14. duste jorj irani-e?

SUPPLEMENTARY LESSON 4

1. lotfæn jævab bedid. (Ask each student two questions: first with ci-e and then with ki-e. Use titles of address when calling students, e.g.:)

T: aqaye (xanome) ----, in ci-e? S: in ketab-e.
 T: in ketabe ki-e? S: in ketabe men-e.

(Use the following cues when asking questions:)

| | | | |
|----------|------------|----------|-------------|
| 1. ketab | 3. sendæli | 5. kægæz | 7. medad |
| 2. miz | 4. dæftær | 6. sæt | 8. xodnevis |

2. (Have the students ask and answer the questions among themselves.)

3. lotfæn guš konid.

in xodnevise men-e.
 in sæte men-e.

in xodneviso sæte men-e.

4. lotfæn tekzar konid.

in ketabo dæftare men-e.
 un ketabo dæftare širin-e.

in mizo sendælie mællem-e.
 un mizo sendælie ſagerd-e.

in medado kægæze ahmed-e.
 un medado kægæze xosrow-e.

in dæftæro xodnevise tam-e.
 un dæftæro xodnevise qasem-e.

5. lotfæn jævab bedid.

T: aqaye (xanome) ----, in mizo sendælie ki-e?
 S: in mizo sendælie mællem-e.

(Use the following pairs of cues:)

| | |
|---------------------|---------------------|
| 1. xodnevis - medad | 5. pedær - madær |
| 2. berader - xaher | 6. ketab - dæftær |
| 3. xodnevis - sæt | 7. miz - sendæli |
| 4. dæftær - medad | 8. kægæz - xodnevis |

Review Dialog 10.1 (cont'd)

1. þæs bištær farsi hærf mizænid.

2. bæle.

1. færانسےو almani nemidunid?

2. næxeyr. fæqæt farsio torki midunæm.

1. torki hæm midunid?

2. bæle. pedæro madæram torki hærf mizænand.

1. dær xune bištær torki hærf mizænid ya farsi?

2. torki.

1. pedæro madæretun farsi midunænd?

2. bæle. farsi xub hærf mizænænd.

1. ſoma bæradæro xahær hæm darid?

2. bæle. ye bæradæro do xahære kucik daræm.

1. unam*torki midunænd?

2. bæle. xahæræm hæm inglisi midune.

1. rast migid? ceter/

2. dær medrese yad migire.

1. þæs nevæstan yad migire.

2. næxeyr. fæqæt nevæstan yad nemigire. moallemæš amrikai-e.

1. xob. þæs hætmæn xub hærf mizæne.

2. bæle. moallemæš xeyli xub dær's mide. ba ſagerda fæqæt inglisi hærf mizæne.

VOCABULARY

bebæxšid

excuse me

extiar darid.
xaeš mikonæm.phrases of politeness (to
be discussed later)

cera (two meanings)

1) why?
2) positive assertion to
negative statement or
question.

unam

Contraction of una(they) and
hæm.

2. Review Dialog 10.2

(The following dialog should be read slowly up to the asterisks on page . . . Then the whole dialog (including the part after the asterisks) should be read at a normal rate of speed. Try to include as many natural gestures as possible. Underlined forms indicate places you might include your own gestures. The following information should be read to the students.)

The following dialog will include words and expressions you have not heard before. Some of them may be understood or figured out by context.

Others are not so clear. It is not important, however, to understand every word and you should not attempt to do so. You should be able to get the gist of the conversation from what you already know.

The end of the dialog is cultural in content. You will not be expected to understand everything, but you should be as observant and analytic of the situation as possible. Keep what you observe in mind as we will discuss it in the grammar session right after this class. The dialog will be read twice, once slowly, excluding the cultural material at the end and once again at a normal rate of speed with the end section included and natural gestures employed.

Review Dialog 10.2

1. eqaye ----, sałam. hale Ÿoma ceton?
2. mersi, xub-e. hale Ÿoma ceter-e?
1. bæd nist, mersi. koja mirid?
2. men miræm menzel. Ÿoma ceter?
1. men dær danešga kelas daram.
2. rast migid? tabestun hæm dærs mixunid?
1. baile.
2. ci mixunid?
1. fiziko Ÿimi mixunæm. Ÿoma ceter?

Review Dialog 10.2 (cont'd)

2. bale. men hem dars mixunam.

1. cend ta kurs darid?

2. yeki fæqat.

1. yeki fæqat? cera?

2. xob, tabestuna mæmulan kar mikonam.

1. sahih. koja kar mikonid?

2. dær ketabxuneye danešga.

1. Šeba kar mikonid ya soba?

2. Šeba. soba dars mixunam.

1. hala ſoma ci mixunid?

2. men færانse mixunam.

1. færانse yad migirid?

2. bale, paiz men miram irano yeki-do mah dær paris mimunam.

1. ahaaa, pæs færانse yad migirid. tænha mirid?

2. bale, tænha miram væli bæradæræm dær paris zendegi mikone.

1. rasti? cekar mikone?

2. dær danešgaye paris dars mixune.

1. pæs hætnæn færانse xub midune.

2. bale, xeyli xub hærf mizane.

1. pæs ſoma cera færانse yad migirid?

2. xob, bæradæræm kar dare, xeyli. dars mixune.

1. rast migid. mæzeræt mixam, aqa, saæt cend-e?

2. saæt alan do-e.

1. ax, ax. mæzeræt mixam. men do kelas daræm.

* * * *

1. ba ejazeye Šoma, mæn ziudtær miræm.
2. xaeš mikonaem. inŠallah Šomaro dobare mibinim. qablæz ræftænetun mixaym hætmæn ke mænzele ma tašrif biarid.
1. ba kæmale meyl. xeyli lotf darid.
2. xaeš mikonaem. pæs mozahemetun næšam.
1. extiar darid. ba ejazeye sækhar.
2. xodafez marhammete Šoma ziad.
1. lotfetun kæm næše.
2. qorbane Šoma. lotfæn be xanumetun sälame næro beresunid.
1. cæšm. qorbane Šoma. xodafez.
2. xoda hafeze Šoma.

Grammar1. Phonology

We have seen in this unit that /h/ is often dropped when it occurs in syllable-final position. The following is a discussion of the phoneme /h/, its occurrence and allophones.

1.1 When /h/ is dropped at the end of a syllable within a word, there is often compensatory lengthening of the vowel that accompanies it. This can be summed up as /CVhC/ ----> [CVVC]. For example,

/ahməd/ ----> [æməd]

/tehran/ --> [teeran]

1.2 When /h/ occurs intervocally or in word-final position, it is often but not always dropped, with no compensatory lengthening of the vowel.

The phoneme /h/ will be transcribed here but you should learn to make the correct phonetic changes by imitation of your teacher.

Another Persian phoneme (the glottal stop, here transcribed as '/') acts in a manner similar to /h/. This phoneme is produced by sharply cutting off the air at the glottis. The glottal stop occurs in the English sequences /'ə'ə/ and /'m'm/ (negative answers).

1.3 When '/' precedes a consonant, it is dropped. A phonetic lengthening of the accompanying vowel occurs. For example,

/mə'mulən/ ----> [mæəmələn]

/də'vət/ -----> [dævət]

1.4 When '/' occurs following a consonant, it is often pronounced.

1.5 When '/' occurs intervocally, it is dropped with no compensatory lengthening of the accompanying vowel(s). For example,

/sa'ət/ ----> [saət]

/motma'en/ ----> [motmaen]

In this text, transcription of /h/ and '/' will be treated differently. Since /h/ is not always dropped on all levels of speech, it will be transcribed here. Because the glottal stop is almost never pronounced in certain positions, it will be transcribed only following consonants. Long or double vowels occurring as a result of dropping '/' will be written by doubling the vowel symbol. When you begin to write Persian, you must remember that words transcribed here with a double vowel will be written in Persian with one vowel and a glottal stop.

2. Morphology and Syntax

2.1 Modifiers of nouns in Persian follow the modified noun. Two kinds of modifier have been introduced in your dialogs, an adjective and another noun. For example,

| | |
|-----------------|-------------------|
| bəradərə jamšid | Jamshid's brother |
| bəradərə kucik | younger brother |

When a noun is modified in such a way, the 'connector' suffix /-e/ must be added to the modified noun. You will notice that the connector suffix /-e/ has two pronunciations.

a. When the modified noun ends in a vowel, the suffix is pronounced /-ye/. For example,

| | |
|-------------------|---------------------|
| danešga-ye tegzas | University of Texas |
|-------------------|---------------------|

b. When the noun ends in a consonant, the suffix takes the form /-e/. For example,

| | |
|----------------|--------------------------|
| bəradərə kucik | younger (little) brother |
|----------------|--------------------------|

The English equivalent to this Persian construction, you will notice, can take more than one form.

| | |
|------------------|----------------------------|
| danešgaye tegzas | University <u>of</u> Texas |
| bəradərə jamšid | Jamshid's brother |
| xəzərə kucik | younger (little) sister |

But in each case the noun is being modified in some way, and this one construction is used in Persian.

2.3 A second kind of modifier that occurs following the modified noun is the personal possessive suffix.

| | |
|-------------|-------------------------|
| bəradərəm | <u>my</u> brother |
| bəradəretun | <u>your</u> brother |
| bəradərəs | <u>his, her</u> brother |

These inflections may be added to a noun plus adjective construction.

| | |
|------------------|-------------------------|
| bəradərəs | his brother |
| bəradərə kucik | younger brother |
| bəradərə kucikes | 118 his younger brother |

2.4 The third person singular of to be in Persian is an inflected /-e/. This inflection is phonetically part of the word. For example,

xub-e it's good

ketab-e it's a book

The negative of this form is /nist/, a separate word.

bad nist it's not bad (it isn't bad)

ketab nist it's not a book (it isn't a book)

Because the connector suffix and the third person singular inflections are homophonous, the verb form will be written with a hyphen and the connector without a hyphen. You must not confuse these forms in your speech. They have completely different grammatical functions.

3. Contrastive Notes

Note the following sentences:

- a. ma mirim sinema.
- b. xahareš hanuz madrese mire.
- c. emšeb manzelle fereydun dəzvət darim.

And their English equivalents:

- a. We're going to the movies.
- b. His sister still goes to school.
- c. We have an invitation to Fereydun's house tonight.

In each of the English sentences we use the word "to". When we contrast this to the Persian sentences above, we see that there is no equivalent preposition. On a slightly more formal level of Persian, however, the preposition /be/ is used. Sentence (a) would then become:

ma be sinema mirim.

Note that this involves a change of word order also. This sentence type is not used in colloquial Persian in most circumstances. The natural transfer for Iranians studying Persian will be to drop the preposition in the English sentence.

SUPPLEMENTARY LESSON 5

1. lotfæn guš konid. (Show the relative position of objects as indicated in the following statements by pointing.)

xodnevis ruye miz-e.
tæxtepakkon zire miz-e.
sændæli næzdike miz-e.

2. lotfæn tekral konid.

| | |
|---|--|
| a. xodnevis ruye miz-e. tæxtepakkon zire miz-e. sændæli næzdike miz-e. | c. saæt ruye divar-e. tæxtesia ruye divar-e. saæto tæxtesia ruye divar-e. |
| b. ruzname ruye sændæli-e. medad zire sændæli-e. miz næzdike sændæli-e. | d. mize ſoma næzdike dær-e. sændælie ſoma næzdike dær-e. mizo sændælie ſoma næzdike dær-e. |

3. lotfæn jævab bedid. (Point to pictures on Chart 1)

T. aqaye (xanume)-----, xodnevis ruye miz-e?

S. bæle. xodnevis ruye miz-e.

- a. xodnevis ruye miz-e?
- b. tæxtepakkon zire miz-e?
- c. sændæli næzdike miz-e?
- d. ruzname ruye sændæli-e?
- e. medad zire sændæli-e?
- f. miz næzdike sændæli-e?
- g. saæt ruye divar-e?
- h. tæxtesia ruye divar-e?
- i. saæto tæxtesia ruye divar-e?
- j. mize ſoma næzdike dær-e?
- k. sændælie ſoma næzdike dær-e?
- l. mizo sændælie ſoma næzdike dær-e?

4. lotfæn soal konid. (Reverse the above practice. Have each student ask a question using /ruye/, /zire/ or /næzdike/.)

Pronunciation Unit 7

We saw in our discussion of /h/ and /'/ that they are usually dropped and that the accompanying vowel becomes long for compensation. Since this is particularly true of /'/, let us pronounce some words with the long vowel /æ/.

| | |
|-------|--------|
| bæd | bæd |
| sæd | sæd |
| væz | væez |
| dæva | dæeva |
| bædan | bæedaŋ |
| nære | næzere |
| šæban | šæzban |
| tæne | tæene |

LESSON 11

dialog a

have

weather

| | |
|--|--|
| 1. həvaye amrika ceter-e/ | What's the weather in America like? |
| ja-be-ja | from place to place |
| 2. həvaš ja-be-ja fərq mikone. | The weather differs from place to place. |
| mesəlan | for example, for instance |
| 3. xob, həvaye tegzas mesəlan. | Well, Texas for instance. |
| mesle | like |
| 2. həvaye astin meslə həveye əhvaz-e. | The weather in Austin is like the weather in əhvaz. |

dialog a

1. hæváye amriká cetór-e/
2. hæváš ja-be-já fárq mikone.
1. xob, hæváye tegzás mæsælæn.
2. hæváye astín mésle hæváye ahváz-e.

Drill 11a.1 Simple Substitution

hævaye amrika ceton-e?

iran

tehran

esfahan

širaz

mazænderan

tæbriz

tegzas

nyo york

mæšhæd

Drill 11a.2 Simple Substitution

emruz hæva gærm-e.

særd

mærtub

xonæk

æbri

baruni

xošk

Drill 11a.3 Complex Substitution

hævaye astin mesle hævaye æhvaz-e.

tehran

denver

mæšhæd

dalas

mazænderan

oregon

tæbriz

vayoming

abadan

hyuston

kerman

reno

Drill 11a.4 Simple Substitution (The following exercise is between pairs of students. The teacher supplies each student with a cue.)

1. hævaye tehran cetur-e/

abadan

mazænderan

mæshad

esfæhan

tæbriz

2. mesle hævaye denver-e.

hyuston

oregon

dalas

dalas

reno

Drill 11a.5 Simple Substitution (The following exercise follows the same format as Drill 11a.4.)

1. hævaye æhvaz cetur-e/

tæbriz

abadan

šemrun

ræšt

abadan

šemrun

mazænderan

2. hævaye æhvaz gærm-e.

særd

mærtub

xonæk

baruni

gærmo mærtub

xonako xošk

mærtubo æbri

Review

Review Drills 2b.11, 3a.4 and 3b.8.

LESSON 11

dialog b

tabestun

summer

1. pæs tabestunaš gærm-e?
2. bæle. ye kæmi hæm mærtub-e.

Then the summers are hot?

Yes, It's also a little humid.

zemestun

winter

1. zemestunaš cetor/

bærf

snow

bærf miad

it snows, is snowing

2. zemestunaš særde-e væli bærf
nemiad.

The winters are cold but it doesn't
snow.

* * * *

dialog b

1. pæs tabestunaš gærm-e?
2. bæle. ye kæmi hæm mærtub-e.
1. zemestunaš cetor/
2. zemestunaš særde-e væli bærf nemiad.

Drill 11b.1 Simple Substitution

zemestunaye tæbriz særd-e.

mæshæd.

tehran

gorgan

rezaye

azerbayjan

Drill 11b.2 Simple Substitution (Vocabulary)

tunaye abadan gærm-e.

bæhara*

paiza*

zemestuna

Drill 11b.3 Multiple Substitution (Two cues simultaneously)

tabestunaye ſiraz xonæk-e.

| | |
|-----------|------------|
| paiza | tehran |
| bæhara | mazænderan |
| zemestuna | ræſt |
| tabestuna | rezaye |

Drill 11b.4 Cued Conversation (Give a place name and an adjective as cues to pairs of students. Try to keep the response factual. Repeat the exercise using all the seasons.)

1. hævaye _____ cætor-e/ 2. hævæš _____ -e.

Review Review Drills 8b.4, 9a.3, 9b.1 and 9a.6.

Drill 11b.5 Imitation (Have the students repeat the following sentences.)

hævaye tegzas særd nist. hævaye mazænderan xoš nist.

hævaye minesota gærm nist. hævaye abadan særd nist.

hævaye tehran mærtub nist. hævaye sibiri gærm nist.

Drill 11b.6 Forced Substitution (Go through the following exercise once repeating everything with the students, then give cues in the regular manner. Use only negative cues.)

T. hævaye tegzas sárd-e? (næxeyr) S. næxeyr, hævaye tegzas sárd nist.
 hævaye sibiri gárm-e? (næxeyr)
 hævaye ræšt xošk-e? (næxeyr)
 hævaye mišigan gárm-e? (næxeyr)
 hævaye nevada mærtub-e? (næxeyr)
 hævaye luyziana xošk-e? (næxeyr)

Drill 11b.7 Cued Conversation (Multiple Substitution) (Cue both the weather term and either affirmative or negative.)

T. hævaye astin cetor-e? (sárd - neg) S. hæváš sárd nist.
 hævaye mišigan cetor-e? (sárd + aff)
 hævaye tehran cetor-e? (mærtub - neg)
 hævaye abadan cetor-e? (mærtub - aff)
 hævaye mazanderan cetor-e? (xošk - neg)
 hævaye esfahan cetor-e? (xošk - aff)
 hævaye kerman cetor-e? (gárm - aff)
 hævaye kerman cetor-e? (sárd - neg)
 hævaye ræšt cetor-e? (xošk - neg)
 hævaye ræšt cetor-e? (mærtub - aff)

Drill 11b.8 Free Conversation

(Point to the city or place on the map that the students will recognize. Spoken cues may be given if they cannot remember the place name or if you wish to use an American place name. With this cue student one should ask: /hævaye ----- cetor-e? Student two should answer: /hæváš ----- -e (nist)/ as he wishes.)

SUPPLEMENTARY LESSON 6

1. lotfæn guš konid.

T: (Point to book and notebook) in ketab-e. in ketab nist.

(Point to pencil and pen) in medad-e. in medad nist.

2. lotfæn tekrar konid.

in ketab nist.

in medad nist.

in sændæli nist.

un miz nist.

un tæxtæsia nist.

un saæt nist.

3. lotfæn jævab bedid.

T: in ketab-e?

S: næxeyr. in ketab nist.

T: pæs, ci-e?

S: in dæftær-e.

(Continue in the same way pointing to objects different from what you use in your questions.)

4. lotfæn guš konid.

a. xodnevis zire miz-e?

næxeyr, xodnevis zire miz nist.

b. tæxtepakkon ruye miz-e?

næxeyr, tæxtepakkon ruye miz nist.

5. lotfæn jævab bedid. (Point to pictures on Chart 1. Have the students give negative answers to the question. For example,)

xodnevis zire miz-e?

miz næzdike saæt-e?

tæxtepakkon ruye miz-e?

saæt zire miz-e?

sændæli næzdike dær-e?

128

tæxtæsia ruye sændæli-e?

SUPPLEMENTARY LESSON 6 (cont'd)

6. (Have the students repeat step 5 among themselves.)

Pronunciation Unit 8

Pronunciation Drill 8.1 Imitation

| | |
|-------|-----------------|
| ferz | færz |
| gerd | gærd |
| serv | særv |
| herfē | haarfé |
| xeræd | xæræd (bæxeræd) |
| geran | gæran |
| ser | sær |
| béri | bæri |

Pronunciation Drill 8.2 (Review Pronunciation Unit 6, page 76.)

LESSON 12

dialog a

-st

same as /-e/ "is" but occurs after /a/ and /e/.

1. xuneye Šoma kojast?

Where is your house?

xiaban

street, avenue

tu

in, on

2. tu xiabune Ša-rezast.

It's on Shah-Reza Avenue.

dur

far

1. æz injá dur-e?

Is it far from here?

2. náxeyr. dur nist.

No, it's not far.

* * * *

dialog a

1. xunéye Šomá kojást?

2. tu xiábáne Ša-rezást.

1. æz injá dúr-e?

2. náxeyr. dúr níst.

Drill 12a.1 Simple Substitution

xuneye Ÿoma kojast.

medrese

ketab

pedær

dust

xahær

pesær

madær.

kelas

dæbirestan

xune

Drill 12a.2 Simple Substitution

tu xiabane Ÿa-rezast.

minnesota

oklahoma

sorayya*

kalifornia

vila*

dakota

amirabade bala*

Drill 12a.3 Forced Substitution

tu xiabune Ÿa-rezast.

tæxte jaemšid*

pæhlævi*

vila

131

Drill 12a.3 (cont'd)

tu xiabane vilast.

dakota

eslambol

ša-reza

æmirabad

æmirabade bala

naderi

sæedi

sorayya

kalifornia

Drill 12a.4 Cued Conversation (Teacher supplies cues below.)

S₁ -----e Ÿoma kojast? S₂ tu xiabane ----- -e (-st)

madrese

æmirabad

xune

sorayya

dæbirestan

pæhlævi

kelas

vila

xune

æmirabade bala

madrese

ša-reza

Drill 12a.5 Complex Substitution

dæbirestane man dur-e.

xune

šoma

(neg)

mašin

bæradæram

Drill 12a.5 (cont'd)

mašine bæraderæm dur nist.

(aff)

qermez

ketab

bozorg

aqaye alævi

(neg)

dæftær

Soma

(aff)

mašin

men

sia*

(neg)

ketab

(aff)

abi*

xodnevis

bæraderæ kucikæm

(neg)

dæftær

qermez

(aff)

Soma

sefid

xune

133

Drill 12a.5 (cont'd)

xuneye ſoma ſefid-e.

dur

ma

madreſe

Drill 12a.6 Simple Substitution

a. esme xaharəm fəribast*

ziba*

ſoheyla*

zila*

ſəhla

b. esme bəradərəm mojtəbast*

reza

dara

c. Forced Substitution

esme xaharəm fəribast.

parvin

ſirin

zila

ſəhla

f. Forced Substitution

esme bəradərəm mojtəbast

ſəid

hoseyn

dara

Drill 12a.6.f (cont'd)

esmē bæradæræm qasem-e.

reza

mojtæba

pærviz

jæmšid

dara

Drill 12a.7 Complex Substitution

xuneye Šoma æz inja dur-e?

bæradæretun

dæbirestan

(statement)

æz Ša-reza

bæradæræm

mædrese

(neg)

ma

xune

(aff)

æz mašinetun

(question)

bæradæretun

LESSON 12

dialog b

1. xunætun næzdike mædresæst? Is your house near the school?

ru-be-ru

across from

2. bæle. ruberuye mædresæst. Yes. It's just across from
the school.

Šomare

number

cænd

how much (many)?

1. Šomareye xunætun cænd-e? What's your house number?

2. Šomaræš dævazdæst. It's number twelve.

* * * *

dialog b

1. xunætun næzdike mædresæst?

2. bæle. ruberuye mædresæst.

1. Šomareye xunætun cænd-e?

2. Šomaræš dævazdæst.

Drill 12b.1 Simple Substitution (Have the students imitate after you once before you begin drilling.)

a. mædresatun injá nist?

xune

šomare

ketabe färانse

b. mædresam injast.

xune

šomare

ketabe färانse

c. mædresaš kojast?

xune

šomare

ketabe färانse

Drill 12b.2 Simple Substitution

xunam næzdike sefaræt*.

dæbirestan

tæxte jemšid

šikago

xiabane pahlavi

Drill 12b.3 Simple Substitution

esme man ferešte.

žale*

fateme*

ferešte

mærzie*

žale

Drill 12b.4 Simple Substitution

xunetun næzdike mædresæst?

ketabxune

dæbirestan Žale

xuneye ferešte

Drill 12b.5 Complex Substitution

xunæm næzdike mædresæst.

(-etun)

sinema

(neg)

texte jamšid

mædrese

(aff)

xiabane Ža-reza

xune

dæbirestan

dæbirestane Žale

(neg)

xiabane Žale

(aff)

(-æm)

danešga

(-etun)

koja

danešga

(-eš)

xune

Drill 12b.6. Complex Substitution (Review)

xuneye ſoma næzdik-e?

bəradəretun

dur

maſin

sefid

ſohrab*

qermez

medad

bozorg

xodnevis

ſoma

xub

farsi

dustetun

medad

bozorg

mæn

maſin

qermez

Drill 12b.7 Imitation

xunæm næzdik-e.

xuneye mæn næzdik-e.

xunatun næzdik-e.

xuneye ſoma næzdik-e.

esmæm pərviz-e.

esme mæn pərviz-e.

esme familiæm eston-e.

esme famile mæn eston-e.

ketabæm qermez-e.

ketaþe mæn qermez-e.

ketabetun kojast?

ketaþe ſoma kojast?

Drill 12b.8 (Repeat these sentences with half the class playing the role of Student One and the other half playing the role of Student Two. Then have the students do them in pairs with you supplying the cues.)

S₁ xunetun kojast?

S₂ xunam nazdik-e. xuneye Šoma kojast?

S₁ esmetun ci-e?

S₂ esməm jorj-e. esme Šoma ci-e?

S₁ haletun cetor-e?

S₂ mersi, xub-e. hale Šoma cetor-e?

S₁ ketabetun kojast?

S₂ ketabəm injast. ketabe Šoma kojast?

Drill 12b.9 Simple Substitution

xunam aez inja dur-e.

medrese

xiabane pahləvi

dəbirestan

mesjed*

Drill 12b.10 Transformation (Say a sentence containing the words /dur/ or /nazdik/. The student should then convert the sentence into a sentence using the other word. Follow the pattern below.)

T. xunam aez dəbirestan dur-e.

S. xunam nazdike dəbirestan-e.

xunam aez medresətun dur-e.

medresətun nazdike injast?

xunam nazdike medresəst.

xuneye Šoma aez inja dur-e?

Drill 12b.10 (cont'd)

T. madreseye Šoma æz·inja dur-e?
 xunæm æz ketabxune dur nist.
 tehran æz dærya dur-e.
 tehran nazdike dærya nist.

Drill 12b.11 Free Conversation

1. Šoma bæradær darid?
 esmeš ci-e/
 xuneš kojast/
2. xunætun kojast/
 havaye unja cotor-e/
 zemestunaš cotor-e/
3. danešgatun kojast/
 bozorg-e?
 æz xunætun dur-e?
4. Šoma xaher darid?
 xuneš kojast/
 xunæš æz xuneye Šoma dur-e?
5. Šoma tu xune gorbe*darid?
 esme gorbætun ci-e?
 bozorg-e ya kucik?.
6. Šoma nähär koja mixorid/
 æz inja dur-e?
 qæzaš xub-e?
7. dæftære farsitun kojast/
 sefid-e ya sia?.
 bozorg-e ya kucik?.

SUPPLEMENTARY LESSON 7

1. (Ask each student to change an affirmative statement to a question. Watch their intonation.)

T. xodnevis ruye mize. S. xodnevis ruye mize?

(Use the six sentences in Supplementary Lesson 6.5 as cues.)

2. lotfan guš konid.

in dær-e. un pænjeræst.

in kaqæz-e. un majallæst.

in ketab-e. un ruznamest.

3. lotfan tekrap konid.

in dær-e. un pænjeræst.

in kaqæz-e. un majallæst.

in ketab-e. un ruznamest.

in kelas-e. un ketabxunæst.

in saxt-e. un ſunæst.

in pakæt-e. un namest.

in divar-e. un næxæst.

4. lotfan jævab bedid.

(T. [Point to window] un dær-e. S. næxeyr. un pænjeræst.)

1. in dær-e? (window)

2. un trætepakkon-e? (blackboard)

3. in saæte Æagerd-e? (teacher's watch)

4. in xodnevise men-e? (student's pen)

5. in kaqæz-e? (magazine)

6. un ketab-e? (letter)

SUPPLEMENTARY LESSON 7 (cont'd)

- 4.7. in dæftær-e? (newspaper)
8. in xodnevise? (comb)
9. in kelas-e? (library)
10. un ketabo dæftær-e? (a sheet of paper and a magazine)
11. un divar-e? (map)
12. in pakat-e? (letter)

Pronunciation Unit 8

| | | | |
|--------|------|------|------|
| kæʃf | kæʃf | æʃk | xælq |
| bænæʃs | bæxš | loxt | morq |
| ræxs | bæhs | taxt | talx |
| ræxš | nesf | cærk | tebq |
| laſs | ešq | omq | sædq |

LESSON 13

dialog a

(Lesson 13a does not follow the regular format. Supplementary sentences have been added that should be learned along with the dialog.)

danešju

college student

-id

you are

1. Šoma danešjuid?

Are you a student?

-am

I am

2. bále. men danešjuam.

Yes, I am a student.

bálaed

know, know how (this word is not translatable by a verb in English. In Persian, however, it functions as an adjective and must be thought of as such.)

1. Šoma farsi bálaedid?

Do you know Persian?

2. bále. men farsi bálaedam.

Yes, I know Persian.

* * * *

dialog a

1. Šoma danešjuid?

2. bále, men danešjíam.

1. Šoma farsi bálaedid?

2. bále. men farsi bálaedam.

Repeat the memorize the negative answers to the above questions:

1. Šoma danešjuid?

2. nækeyr. men danešju nistam.

1. Šoma farsi bálaedid?

2. nækeyr. men farsi bálaed nistam.

Drill 13a.1. Simple Substitution

a. *Þoma danešju-id?*

moællem

Sagerd

doxtær*

mohændes*

doktor*

b. *bæle. men danešju-æm.*

moællem

Sagerd

doxtar

pesar

mohændes

doktor

c. *næxeyr. men danešju nistæm.*

moællem

Sagerd

doktar

pesar

mohændes

Drill 13a.2 Free Conversation (Repeat Drill 13a.1.a as questions to be answered without cue by the student.)

Drill 13a.3 Complex Substitution (Repeat in negative; repeat also alternating negative and affirmative.)

men moællemæ farsiem.

gimi

mohændes*

goma

moællem

jamšid

bærader

men

doktor

dustetun

hoseyn

dust

Drill 13a.4 (Review) Complex Substitution

sambe saæt se miræm kelase færæse.

| | |
|---------|---------|
| jome | paænj |
| doæmbe | Yiæ |
| yekæmbe | dæh |
| seæmbe | dævazdæ |
| caræmbe | yazdæ |
| | baæft |
| | haæft |

Drill 13a.5 Simple Substitution

men inglisi bæledæm.

farsi

færæse

espanyoli

Drill 13a.5 (cont'd)

men espanyoli bælædem

asparagi*

næqqasi*

duxtan*

šena*

basketbal*

šætranj*

Drill 13a.6 (Repeat Drill 13a.3 as free conversation.)

Drill 13a.7 Imitation (Check for comprehension.)

un ketabe fereštæst.

dustæm hala dær nædresæst.

medade men dær xunæst.

mašinæm ruberuye ketabxunæst.

jamšid xeyli xæstæst*.

esme xahæræm Šalæst.

bæradæræm dær færansæst.

Šomareye xunæm sizdæst.*

haft Šomaraest.

duste men dær rezayæst.

Drill 13a.8 Review (Review Drills 11a.3 and 11a.5.)

Drill 13a.9 Multiple Substitution (Repeat in the negative.)

dæftare Šoma mesle dæftare men-e.

ketab

kot*

Drill 13a.9 (cont'd)

kote Ÿoma mesle kote man-e.

keravat

pirahæn*

kaef*

medad

xodnevis

Drill 13a.10 Multiple Substitution (Repeat in the negative.)

dæftære jorj mesle dæftære jæmšid-e.

fered jan

meri ferešte

sæid jeri

Drill 13a.11 Complex Substitution (Repeat giving more than one cue at a time.)

medade man mesle medade ali-e.

ketab

(neg)

jæmšid

Ÿoma

lebas

ma

fereydun

pirahæn

man

(aff)

kaef*

LESSON 13

dialog b

narahæt

worried, disturbed, uncomfortable

emruz

today

1. Šoma emruz narahætid?
2. bæle. xeyli narahætem.
1. ceraž

Is something bothering you today?
Yes, something is.
Why? (teacher should point out accompanying gesture)

naxoš

sick

2. nemidunam. emruz kæmi naxošam

I don't know. I'm a little sick today.

* * * *

dialog b

1. Šomá emrúz narahætid?
2. bæle. xeyli narahætem.
1. ceraž
2. némidunam. emrúz kæmi naxošam.

Drill 13b.1 Simple Substitution (The teacher should be careful to drill these substitutions enough with himself before he attempts to have the students substitute the vocabulary items.)

Soma emruz narahətid?

xəste*

xoşhal*

naxos

məşqul*

bikar*

qəmgin*

Drill 13b.2 Simple Substitution (Repeat Drill 13b.1 using /men/ as the subject of the above model sentence. Change the question to a statement.)

Drill 13b.3 Simple Substitution (Repeat Drill 13b.2 as a negative statement, substituting the items listed.)

Drill 13b.4 Cued Conversation (Repeat in the negative.)

T. Soma emruz narahətid?

S. bale, emruz xeyli narahətəm.

məşqul

xoşhal

naxos

qəmgin

bikar

Drill 13b.5 Cued Conversation (Repeat Drill 13b.4 in the following manner: the teacher gives a one word cue, student one asks the question and student two answers it.)

T. narahət S₁ Soma emruz narahətid? S₂ bale, emruz xeyli narahətid. (or negative answer)

Drill 13b.6 Forced Substitution

məri emruz xošhaləm.

məşqul

jamšid

xoste

(question)

(statement)

narahət

Yoma

(neg)

men

qəmgin

bikar

(aff)

(question)

naxos

xošhal

Yoma

(statement)

(neg)

men

Drill 13b.7 Free Conversation (Optional)

1. Yoma xošhalid ya qəmgin/
2. Yoma rahətid* ya narahət/
3. Yoma fəqirid* ya puldar*/
4. Yoma xabid* ya bidar/
5. Yoma məşqulid ya bikar/

Drill 13b.8 Review Complex Substitution

xuneye ſoma næzdik-e.

bæradæretun

aqaye jamſidpur

dur

sefid

sæbz

man

næzdik

dur

ma

maſin

ſoma

næzdik

Drill 13b.9 Free Conversation

1. "Dexter House" az injá dur-e?
2. sinemaye tegzas næzdik-e?
3. tehran næzdik-e?
4. megzik az injá dur-e?
5. tæbriz az tehran dur-e?
6. xuneye ſoma dur-e?
7. kafeteria næzdike injast?
8. xuneye ſoma næzdike kojast?

SUPPLEMENTARY LESSON 8

1. lotfan guš konid.

- a. xuneye ſoma kojast/ xuneye ma ruberuye danešgast.
- b. mædreseye aḥmed kojast/ mædreseye aḥmed pošte danešgast.
- c. otaqe ſoma kojast/ otaqe mæn tuye xabgast.

2. lotfan tekrar konid.

- xuneye ma ruberuye danešgast.
- mædreseye aḥmed pošte danešgast.
- otaqe mæn tuye xabgast.
- otaqe išun tuye xabgast.
- mize ſoma ruberuye tæxtesiast.
- sændælie ſoma ruberuye tæxtesiast.
- mizo sændæliye ſoma ruberuye tæxtesiast.
- kelase ma tuye danešgast.
- ketabxune tuye danešgast.

3. lotfan jævab bedid. (Have the students use the words in parentheses in their response.)

T. eqaye (xanume)-----, xuneye ſoma kojast/ (danešga)

S. xuneye mæn ruberuye danešgast.

- a. otaqe ſoma kojast/ (danešga)
- b. otaqe išun kojast/ (xabga)
- c. mize ſoma kojast/ (tæxtesia)
- d. sændælie ſoma kojast/ (tæxtesia)
- e. mizo sændæliye ſoma kojast/ (tæxtesia)
- f. kelase ma kojast/ (danešga)
- g. ketabxune kojast/ (danešga)
- h. mædreseye aḥmed kojast/ (danešga)
- i. ketabxuneye danešga kojast/ (xabga)
- j. mænzele bæradæretun kojast/ (xiabane ſa-reza)
- k. mænzele dustetun kojast/ (xiabane sina)
- l. mædreseye xahæretun kojast/ (danešga)

SUPPLEMENTARY LESSON 8 (cont'd)

4. lotfan tekurar konid.

gæc injast.

tæxtépakkon unjast.

ketab injast.

medad unjast.

mizo sændæli injast.

tæxtepakkono sændæli unjast.

5. (Have the students question and answer among themselves using the following expressions.)

a. ruberuye

b. pošte

c. tuyé

d. injast

e. unjast

LESSON 14

dialog a

hæstid

you are. (equals -id)

1. Ÿoma irani hæstid? Are you Iranian?
 2. bæle. men iranîem. Ÿoma cetôr? Yes, I am Iranian. And you?
 1. næxeyr. men irani nistæm. No, I'm not Iranian.

kojai

where from

2. kojai hæstid? Where are you from?
 1. men amrikaiem. I'm American.

* * * *

dialog b

1. Ÿomá iraní hæstid?
 2. bæle. men iraníem. Ÿomá cetôr?
 1. næxeyr. men irani nistæm.
 2. kojai hæstid?
 1. men amrikaiem.

Drill 14a.1 Simple Substitution (Point out that when the šoma form of "to be" occurs on the end of a noun or adjective that ends in /i/, the long form hæstid must be used instead of the short form /-id/.)

Šoma irani hæstid?

amrikai

italyai

yæzdi

tehrani

esfæhani

Širazi

tegzasi

nyo yorki

Drill 14a.2 Simple Substitution (Go through this drill once to show that in all other cases, the shorter form /-id/ is used in colloquial speech.)

Šoma torkid?

æræb

rus

kord

Drill 14a.3 Forced Substitution (Be sure to elicit /šoma narahætid./, not /šoma narahæt hæstid./)

Šoma irani hæstid?

amrikai

tork

bikar

kord

qængin

Širazi

naxoš

Drill 14a.3 (cont'd)

Šoma naxošid.

rus

tehrani

xaste

puldar

tork

nyo yorki

xošhal

tork

yæzdi

tegzasi

rus

faqir*

kesel*

Drill 14a.4 Combination (Complex and Forced) Substitution Drill

Šoma irani hæstid.

(question)

amrikai

jorj

(neg)

narahæt

xošhal

tehrani

(statement)

Drill 14a.4 (cont'd)

jorj tehrani- nist.

puldar*

Jāmšid

Sirin

Italyai

(aff)

man

naxos

(neg)

(Repeat the above drill using as many different combinations of substitutions as possible.)

Drill 14a.5 Free Conversation

- a. (Ask every student.) kojai hæstid?
- b. (Ask each student one group of the following questions.)
 1. Ÿoma bəradər darid?
esme bəradəretun ci-e?
koja zendegi mikone?
danešga mire?
 2. pedəro madəretun koja zendegi mikonənd?
pedəretun unja kar mikone?
madəretun cətor?
bəradəro xahər darid?
 3. Ÿoma kojai hæstid?
pedəro madəretun dər kodum* Ÿəhr zendegi mikonənd?
bəradəro xahər darid?
koja zendegi mikonənd?
 4. danešgatun kojast?
bozorg-e?
xunətun kojast?
Şomarəş cənd-e?
 5. xunətun dər kodum Ÿəhr-e?
kodum xiabun-e?
telefon dare?
Şomare telefonetun cənd-e?

Drill 14a.5 (cont'd)

6. bəradərə bozorg darid?
 zən* dare?
 bəce* dare?
 esme xanumeš ci-eʃ

7. Šoma dər xunətun səg* darid?
 esmeš ci-eʃ
 bozorg-eʃ
 gorbe həm darid?

Drill 14a.6 Transformation (Point out that the inflection /-eʃun/, "their", follows the same pattern as /-etun/. That is, after vowels the inflection becomes /-əʃun/. Otherwise it remains /-eʃun/.)

| | |
|------------------------------|-------------------|
| T. ketabe ælio jəmʃid | S. ketabeʃun |
| maʃine ælio jəmʃid | maʃineʃun |
| kelase Širino fereʃte | kelaseʃun |
| kelase fəranseye ælio jəmʃid | kelase fərənsəʃun |
| kelase farsie ælio jəmʃid | kelase fərsiʃun |
| xuneye pedəro madarəm | xunəʃun |
| madreseye ælio jəmʃid | madresəʃun |
| kelase inglisie ælio jəmʃid | kelase inglisəʃun |

Drill 14a.7 Transformation (Explain that the inflection /-əmən/ "our" follows the same sound change pattern as /-etun/ and /-eʃun/.)

| | |
|------------------------------|----------------------|
| T. kelase inglisie məno Šoma | S. kelase inglisimun |
| maʃine məno Šoma | maʃinemun |
| kelase məno Šoma | kelasemun |
| xunəye məno Šoma | xunəmum |
| madreseye məno Šoma | madresəmum |
| ketabe məno Šoma | ketabemun |
| kelase fəranseye məno Šoma | kelase fərənsəmum |
| kelase farsie məno Šoma | kelase fərsimun |

Drill 14a.8 Multiple Substitution (Select two cues in different positions to be given simultaneously.)

ketab -emun bozorg-e.

kelas (-etun)

mašin (-ešun)

dæbirestan (-emun)

mædrese

sævari

kelase færanske

kelase englisi

kelase farsi

sæzet

LESSON 14

dialog b

aqam

contraction of /aqa/ and
/hæm/

1. in aqam amrikaiand? Is this gentleman American also?
hærdo both

2. bæle. ma hærdo amrikai hæstim. Yes, we're both American.

1. iſun hæm farsi bælædænd? Does he know Persian too?

2. næxeyr. iſun farsi bælæd nistænd. No, he doesn't know Persian.

* * * *

Dialog b

1. in aqám amrikaiand?

2. bále. ma hærdó amrikái hæstim.

1. iſún hæm farsi bælædænd.

2. næxeyr. iſún farsi bælæd nistænd.

Drill 14b.1 Forced Substitution (Be sure the students use /hæstid/ and /-id/ correctly in this drill.)

Šoma irani hæstid.

narahæt

amrikai

tegzasi

zaxoš

hazer*

tehrani

æræb

tork

xošhal

Drill 14b.2 Forced Substitution (Review)

Šoma farsi xeyli xub bælædidi.

mæn

Šoma

ma

bæradæræm

Šoma

mæn

pedæretun

ma

Drill 14b.3 (Repeat Drills 14b.1 and 14b.2 in the negative.)

Drill 14b.4 Complex Substitution (Forced)

Šoma amrikai hæstid.

ma

tork

Drill 14b.5 (cont'd)

ma torkim.

(neg)

ærab

(aff)

ma.

jæmšid

iraní

xæste

xošhal

tehrani

šoma

(neg)

Drill 14b.6 Multiple Substitution Drill (Repeat in the negative.)

šoma amrikai hæstid.

men tork

ma xošhal

jæmšid xæste

bæradæretun ærab

pedæræm tehrani

duste æli ſirazi

moælleme jorj yæzdi

Give a short explanation of the use of /išun/ and the /-end/ verb ending when referring to a third person present or not present out of politeness. Explain that this is especially true of important dignitaries and people related to or friends of the person addressed.)

150 a

Drill 14b.7 Simple Substitution

un aqa amrikaiænd?

išun

ælio jæmšid

pedæro madæræm

pedærætun

lindon janson

išun

æælahæzrat*

išun

Drill 14b.8 Multiple Substitution (Repeat in the negative.)

un aqa amrikaiænd?

šoma irani

men bikar

išun mæšqul

ælio mæhmud kord

aqaye estilu nyo yorki

lindon janson tegzasi

šoma ærab

pedæro madar naxoš

Drill 14b.9 Transformation

T. mašinæm qermæz-e.

S. mašine qermæzæm xub-e.

mašinetun qermæz-e.

mašine qermæzetun xub-e.

medadæm bozorg-e.

etc.

ketabæš kucik-e.

ketabæš siast.

" Drill 14b.9 (cont'd)

T. medadeš siast.
 medadəm siast.
 xodnevisam siast.
 xodnevisəm bozorg-e.
 mašinemun səbz-e.
 mašinemun kucik-e.
 mašinemun siast.
 katabemun siast.
 katabemun zərd-e.*
 ketabetun zərd-e.
 ketabetun bozorg-e.
 daftaretun bozorg-e.
 daftaretun siast.
 medadetun siast.
 medadetun qermez-e.
 medadešun qermez-e.
 medadešun bozorg-e.
 ketabešun bozorg-e.
 ketabešun siast.
 mašinešun siast.
 mašinešun qermezo siast.
 mašinešun qermezo sefid-e.

(The teacher should read the following paragraphs aloud to the students, filling in the blanks with the correct information about himself. This should be read at normal speed. The teacher may have to repeat the reading two or three times until all the information is understood by the students.)

Drill 14b.10 Comprehension

män moälleme farsiäm. män irani hästäm väli där amrika därs mi-xunäm. -----sale där amrikam. pedäro madäräm där ----- zendegi mi-konändo xunäšun där xiabune ----- xiabune ----- næzdike ----- e.

män --- beradäro --- xahæ; daräno unäm ----- zendegi mikonänd. esme beradärem ----- e.

in tabestun där danešgaye tegzas därs midäm. dustämun bæd az tabestun inšallah miränd iran. hala farsi yad migiränd. farsišun bæd nist. kemi mifähwändo kemi hærf mizänänd väli ba moällemešun hämiše inglisi hærf mizänänd. un xeyli bæd-e. väli mašallah xub yad migiränd.

soba nærmulken där xabga sobhané mixoräm. saæt häste sob där danešga kelase farsi darim. väli män emruz xeyli xästeäm. hævaye tegzas xeyli gærm-e. män xeyli narahætem. väli bæred æz kelas miräm xabgavo esterahæt mikonäm. emšæb ma saæte. Šiš (panjo-nim) Šam mixorim. hämiše qæzaye amrikai mixorim. qæzaye irani dust därem väli ma inja dorost nemikonim.

Drill 14b.11 Conversation (Now the teacher should give the following cues and have one student use it in a question to another student about the above paragraphs. All questions and answers should be in the /išun/ form since they are speaking about their teacher. For this reason they should use the aqaye ----- form.)

T. irani (You should hope to elicit a question similar to the following from this cue.)

S₁ aqaye ----- iraniänd?

S₂ bæle. aqaye ----- iraniänd.

Cues:

| | | |
|-------------------|------------|-----------------|
| a. moälleme farsi | d. xunäšun | g. esterahæt |
| b. därs xundän | e. sobhane | h. Šam |
| c. pedäro madär | f. xäste | i. qæzaye irani |

SUPPLEMENTARY LESSON 9-10

The contents of this lesson should be drilled over the period in which regular lessons 14a., 14b. and 15 are drilled. The material covered in this lesson is review material.

1. lotfæn jævab bedid. (Have the students give an affirmative answer to the questions.)

T. in ketab-e? (Point to your book). S. bæle. in ketabe.
 in ketabe mæn-e? bæle. in ketabe ſomast.
 ketabe mæn ruye miz-e? bæle. ketabe ſoma ruye.
 miz-e.

(Continue in the same way using the following words.)

- a. (xodnevis - ſoma - zire mæjælle)
- b. (dær - kelas - næzdike tæxtesia)
- c. (ſune - bab - ruye ruzname)
- d. (kelas - ma - ruberuye ketabxune)
- e. (otaq - barbara - tuye xabga)
- f. (mædreſe - æxtær - poſte daneſga)

2. (Have the students make negative or affirmative statements according to the cue. Use Chart 1.)

T. a. in xodnevis-e? (watch) S. næxeyr. un xodnevis nist. un
 in saæte tam-e? saæt-e.
 saæte mæn unjast? næxeyr. un saæte ſomast.
 næxeyr. saæte ſoma ruye miz-e.

b. in divar-e? (blackboard) tæxtesia ruye zæmin-e?

c. un kaqæz-e? (pencil)
 un medade gloriast?
 medade ----- kojast?

d. un saæt-e? (map)
 un næxſeye amrikast?
 næxſeye iran ruye miz-e?

e. un dær-e? (window)
 pænjere næzdike saxt-e?

f. in næxſæt? (letter)
 name tuye ketabe?

3. lotfan soal konid. (Have the students make questions from the following answers.)

T. in ketab-e.
in ketabe mən.
ketabe mən injast.

S. in ci-e/
in ketabe ki-e/
ketabe ſoma kojast/

a. un otaq-e.
un otaqe barbarast.
otaqe barbara tuye xabgast.

b. in kelas-e.
in kelase farsi-e.
kelase farsi næzdike ketabxunæst.

c. un ketabxunæst.
un ketabxuneye danešgast.
ketabxuneye danešga unjast.

d. in miz-e.
in mize moællem-e.
mize moællem næzdike taxtesiast.

e. un saæt-e.
un saæte kelas-e.
saæte kelas ruye diwar-e.

f. in saæto xodnevis-e.
in saæto xodnevise mən-e.
saæto xodnevise mən zire ruznamest.

g. in namæst.
in nameye bæradaæram-e.
nameye bæradaæram injast.

4. (Substitution Practice)

mənzele mən pošte mædresæst.

ruberuye danešga

otaqe jæmšid

tuye xabga

næzdike kelas

næzdike mædrese

xuneye mina

4. (cont'd)

xuneye mina kojast.

xiabune Ÿa-reza

unja

mize Ÿoma

ruberuye tæxtesia

sændælie men

næzdike pænjere

mæjælle

5. (Have the students question and answer each other.)

T. (xodnevis - saæt)

S₁ in xodneviso saæte ki-e?

S₂ in xodneviso saæte aqaye (xanume)-----.

(Have the students use the following words in their conversation.)

a. (medad - kaqæz)

b. (miz - sændæli)

c. (daer - divar - pænjere)

d. (saæt - ruzname)

e. (daftær - name)

f. (kælas)

g. (xabga - ketabxune)

h. (Ketab - mæjælle)

i. (medad - ketab - daftær)

j. (miz - daftær - Ÿune)

LESSON 15
(Review Unit)

Review Dialog 15.1

Please see page 98 for instructions in reading this dialog. The procedure will be the same as for Review Dialog 10.1.

1. salam aqa. hale Šoma cetor-e?
2. mersi. xub-e. hale Šoma cetor-e?
1. xeyli xub-e. mersi.
2. Šoma inglisi hästid?
1. næxeyr. men amrikaäm. Šoma cetor?
2. men iranäm.
1. Šoma danešjuid?
2. bæle. men danešjuem.
1. dær kodum danešgaid?
2. men dær danešgaye Širazäm.
1. Širazi hästid?
2. næxeyr. tehraniäm væli hala dær Širaz zendegi mikonim.
1. pedæro madæretun koja zendegi mikonand?
2. dær Širaz zendegi mikonand.
1. pedæretun cekar mikone?
2. pedæram dige kar nemikone.
1. Šoma ci mixunid?
2. men Šimio fiziko inglisi mixunäm.
1. dær danešga inglisi mixunid?
2. næxeyr. dær danešga fæqæt Šimio fizik mixunäm.
1. pæs inglisi koja mixunid?
2. men dær ænjomane iran-amrika mixunäm.

Review Dialog 15.1 (cont'd)

1. duste amrikai həm darid?
2. men ye duste inglisi daram.
1. dustetun farsi midune?
2. næxeyr. kəmi mifehme vali harf nemizane.
1. injə kar mikone?
2. bəle. mohandes-e.
1. bələ?
2. dustəm mohandes-e.
1. mohandes.
2. mohandes - næ. mohandes.
1. mohandes, mohandes. mohandes yaəni ci?
2. mohandes nemidunid ci-e? inglisi migənd "engineer".
1. haa! rast migid. mohandes. mersi, aqa.
2. xaeš mikonəm. Əsəd məşələ farsi xeyli xub bələdidi.
1. extiar darid, aqa. farsim xub nist.
2. extiar darid. Əsəd mesle iranıa harf mizənid.
1. xaeš mikonəm.
2. Əsəd cətor farsi yad migirid?
1. men Əsəd həmisi farsi mixunəm.
2. harf-zədən cətor?
1. bəsələ. həmisi farsi harf mizənəm.
2. Əsəd kojai haətid?
1. men tegzasiam.
2. tegzas kojast?
1. tegzas dər junube amrikast.

Review Dialog 15.1 (cont'd)

2. unja, Ŝahre bozorg dare?

1. bæle. car-panj ta Ŝahre bozorg dare.

2. hævaye unja cotor-e?

1. tegzas xeyli bozorg-e. hævaš ja-be-ja færq mikone.

2. rast migid? Ŝahre Ŝoma cotor?

1. Ŝahre ma xeyli mærtub-e. næzdike dæryast.

2. zemestunaš cotor-e? bærf miad?

1. næxeyr. bærf nemiad. barun miad.

2. pæs hætmen mesle mazanderan-e.

1. hævaye mazanderan cotor-e?

2. mazanderan xeyli mærtub-e. næzdike dæryaye xæzær-e.

1. gærm-e?

2. gærm-e, bæle. væli xeyli gærm nist. tegzas cotor?

1. næ. tabestunaye tegzas xeyli gærm-e.

2. pæs hætmen mesle hævaye ahvaz-e. ahvaz gærm-e. tabestunaš hæm mærtub-e.

1. sæbz-e unja?

2. næxeyr. ahvaz sæbz nist.

1. xob, tegzas xeyli bozorg-e væli næzdike dærya xeyli sæbz-e.

2. pæs hævaš mesle ahvaz-e væli mesle mazanderan sæbz-e.

1. azərbayjan hæm sæbz-e.

2. bæle. azərbayjano gilano mazanderan xeyli sæbz-e.

1. barun cotor?

2. bæle. birun miad væli gilano mazanderan bištær barun miad.

1. tabriz dær azərbayjan-e. nist?

2. bæle. tabriz xeyli bozorg-e. bæzæd az tehran Ŝahre dovvome iran-e.

Review Dialog 15.1 (cont'd)

1. rast migid? væli tæbrizia farsi hærf nemizænænd.
2. næxeyr. tæbriziaro azərbayjania torki hærf mizænænd.
1. farsi cotor?/
2. farsi hæm dær mædreseha hærf mizænænd.
1. ſoma torki midunid?
2. torki? næxeyr. fæqæt ye kælæme midunæm - "yaxci"
1. be farsi ci miſe?/
2. "yaxci" be farsi miſe "xub".
1. mersi. mæn ye duste azerbayjani daræm. torki xub hærf mizæne. hala ye kælæme midunæm - "yaxci". mersi, aqa.
2. xaeſ mikonæm.

Grammar1. The Verb to be

We have seen the following sentences with different forms of the verb to be.

mæn farsi bælædæm
mæn irani nistaem

ſoma emruz narahætid?
ſoma irani nistid.
ſoma irani hæstid?

un aqa ki-e?
aslan næzdik nist.
pas kojast?
ruberuye mædresæst.

ma farsi bælædim.
ma irani nistim.
ma amrikai hæstim.

in aqa hæm amrikaiænd.
iſun farsi bælæd nistaend.

At first sight the forms of the verb to be may seem confusing and may have caused you some trouble in your pattern practices. The situation becomes more clear when we point out that the alternation in these forms depends on the phonemic environment in which they are found.

To simplify matters, we will examine the negative forms first. The negative form has /nist-/ as its base and to this the regular endings of all other verbs are added. The only exception to this is that in the third person singular there is no verb ending added. Go back over the list of sentences on the previous page and examine the negative forms.

Of the affirmative forms the "I" and "they" forms present no particular problem. The endings are /-am/ and /-and/ respectively and are always attached without change to the noun or adjective.

The "šoma" and "ma" forms act in a similar manner. The basic forms of these are /-id/ and /-im/, and are suffixed to the noun or adjective. When the noun or adjective ends in the phoneme /i/ then an alternate form, the long form, is used.

/šoma irani/ plus /-id/ becomes /šoma irani hæstid./

/ma amrikai/ plus /-im/ becomes /ma amrikai hæstim./

The "u" form presents different problems of phonological environment. When the noun or adjective before it ends in a consonant or any vowel except /a/, /æ/ or /e/, the form of the verb to be is /-e/.

ki-e/

næzdik-e.

When the preceding words ends in one of the vowels /a/, /æ/, or /e/, the form of the verb is /-st/.

There is an additional phonological change in connection with the "u" form. When the preceding word ends in /e/ (mædrese, xune, etc.) the /e/ of the word before the /-st/ inflection changes to /æ/. For example, /mædrese/ plus "to be" is /mædresæst/. Examples of the "u" forms are:

næzdik-e.

tu xiabane Ša-rezast.

ruberuye mædresæst.

drivazdæst.

2. Phonological Alternation of Inflections

The rule of word-final /e/ becoming /æ/ before certain suffixes can be applied in cases other than that of before the "to be" inflection. Note the following examples.

/xune/ plus /-etun/ is /xunætun/ /xune/ plus /-eš/ is /xunæš/

/xune/ plus /-am/ is /xunæm/ /xune/ plus /-ešun/ is /xunæšun/

/xune/ plus /-emun/ is /xunæmæn/ 17 |

3. Style

We have seen that there are two ways of expressing the possessive:

/xunætun kojast/ or /xuneye ſoma kojast/

/esmæm jorj-e./ or /esme mæn jorj-e./

There is no important difference between these two structures when they appear in this intonational pattern. When one wishes to stress the possessor then the longer form must be used with sentence stress on the possessor. For example,

/xuneye ſoma kojast./ "Where's your house?"

LESSON 16

dialog a

-a

plural marker

male

possession

(male Šoma)

your(s)

1. un ketaba male Šomast? Are those books yours?
2. kodum ketaba? Which ones?
1. un ketabaye farsi. Those Persian books.
2. næxeyr. male mæn nist. No, they're not mine.
1. pæs male ki-e? Then whose are they?
2. male aqaye Širazi-e. They're Mr. Shirazi's.

* * * *

dialog a

1. un ketabá male Šomást?
2. kodúm ketabá?
1. un ketabáye farsi.
2. næxeyr. male mæn nist.
1. pæs male ki-e?
2. male aqáye Širazí-e.

Drill 16a.1 Conversation with Cue (Review)

| | |
|--------------------|-----------------|
| T. un ci-e? xiaban | S. un xiaban-e. |
| xune | xunast |
| xiabane Ša-reza | |
| madrese | |
| xunætun | |
| xiabane ferdowsi | |
| danešga | |
| mašinetun | |
| sinema | |

Drill 16a.2 Forced Substitution

un ketaba male Šomast?

| | |
|----------------|--|
| mæn | |
| jæmšid | |
| dara | |
| ma | |
| danešga | |
| bæradære Širin | |
| Šoma | |
| una* | |
| aqaye sadeq | |

Drill 16a.3 Forced Substitution (Multiple Cue) (Repeat Drill 16a.2 alternating negative or affirmative as additional cue.)

Drill 16a.4 Simple Substitution (Singular cue, plural response.)

un ketaba male Šomast.

medad

Drill 16a.4 (cont'd)

un medada male Ÿomast.

xodnevis

qali*

mašin

taksi

botri*

kaqæz

miz

sañdæli

livan

fenjun

Drill 16a. 5 Cued Conversation (Repeat Drill 16a.4 as a question that the students answer in the negative.)

For example, T. un ketaba male Ÿomast? S. un ketaba male men nist.

Drill 16a.6 Simple Substitution (Repeat this drill at least two times. The first time the cue should be in the plural. The second time give the singular as a cue and make clear to the student(s) that they should change it to the plural in their response.)

ketabaye jañšid xeyli xub-e.

medad

xodnevis

qali

mašin

kaqæz

miz

sañdæli

livan

fenjun

Drill 16a.7 Forced Substitution (The student should change the subjects of the following sentences to plural in his response.)

1. qaliye jämšid xeyli bozorg-e.
2. našine fereydun qermez-e.
3. ketabe män ru miz-e.
4. xodnevise men xərab-e.
5. sandaliye Dexter House rahat-e.
6. livane jämšid kucik-e.

Drill 16a.8 Imitation

ketabatun ru miz-e.

medadatun ru miz-e.

kaqəzam ru miz-e.

xodnevisam ru miz-e.

livanaš ru miz-e.

ketabaš ru miz-e.

botriamun ru miz-e.

medadamun ru miz-e.

daftərašun ru miz-e.

kaqəzašun ru miz-e.

Drill 16a.9 Transformation (Be sure that the students also change the subject to the plural in addition to changing the subject pronoun to the possessive inflection.)

T. daftær - ſəma

S. daftəratun xub-e.

ketab - män

xodnevis - ſəma

medad - u

livan - män

Drill 16a.9 (cont'd)

T. botri - una

S. botriašun xub-e.

mašin - u

qali - Šoma

fenjun - ma

xodnevis - una

botri - u

medad - ma

dæftær - men

Drill 16a.10 Complex Substitution

ketabaye aqaye Širazi ru miz-e.

medad

jämšid

sændæli

xanume Šærifi

kaqæz

(neg)

(singular)

(aff)

liven

Šoma

(question)

mano Šoma

(plural)

miz

(statement)

fenjun

Drill 16a.11 Multiple Substitution

ketabaye farsi unjast.

medad sefid

xodnevis səbz

qali esfahani

mašin rusi

taksi kucik

mədrese amrikai

botri kəsif*

kəqaz bozorg

miz qəvei*

səndəli kucik

livan cai

fenjun qəvei*

Drill 16a.12 Complex Substitution (One cue at a time.)

un səndəliaye kucik male aqaye təbrizi-e.

medad səbz men

xodnevis sefid ſəma

qali qəvei ma

mašin bozorg jəmšid

taksi rusi jorj

ketab irani hoseyn

botri amrikai aqaye javadi

miz now* xanumə ſərifi

livan esfəhani pedəre fereydun

fenjun kəsif

LESSON 16

dialog b

tædris mikon-

same as /dær̥s mid-/ but
on a more educated level
of speech

1. Soma inglési tædris mikonid?

Do you teach English?

dæbir

moælleme dæbirestan

pænjom

fifth

hæstæm

/-æm/ long form

2. bæle. dæbire kelase pænjom
hæstæm.Yes, I teach fifth grade high school.
(equivalent to American junior year.)

1. cænd-ta kelas dær̥s midid?

How many classes do you teach?

2. soba do-ta kelas dær̥s midæm,
bæd æz zoram do-ta.I teach two in the morning and two
in the afternoon.

1. cænd-ta ſagerd darid?

How many students do you have?

2. xeyli ſagerd dàræm. kelas be
kelas færq mikone.I have a lot of students. It dif-
fers from class to class.dialog b

1. Soma inglési tædrís mikonid?

2. bæle. dæbfre keláse pænjóm hæstæm.

1. cænd-ta kelas dær̥s midid?

2. sobá dó-ta kelas dær̥s midæm, bæd æz zoram dó-ta.

1. cænd-ta ſagérd dárid?

2. xéyli ſagérd dàræm. kelas be kelas færq mikone.

Drill 16b.1 Simple Substitution

mæn kelase pænjom dærs midæm.

carom*

sevvom*

dovvom*

ævvæl*

pænjom

šišom*

Drill 16b.2 Simple Substitution

mæn æzz ketabe ævvæl dærs midæm.

dovvom

sevvom

carom

pænjom

šišom

haftom*

hæstom*

nohom*

dæhom*

Drill 16b.3 Simple Substitution

mæn ævvæl mehr* miræm iran.

dovvom

sevvom

carom

pænjom

šišom

Drill 16b.3 (cont'd)

men ſiſom e mehr miram iran.

haſtom

haſtom

nohom

dahom

Drill 16a.4 Complex Substitution

dæbire kelase pænjom haſtæm.

moællem

dæbestan

ſagerd

dæbirestan

mohæsel*

daneſgaye tehran

ostad*

daneſgaye ſiraz

daneſju

daneſgaye mæſhæd

ſale* ſevvom

mohæsel

kelase carom

daneſamuz*

dæbestan

ſagerd

dæbirestan

kelase ſiſom

Drill 16b.5 (cont'd)

šagerde kelase ſišom hæſtæm.

møællem

dæbestan

dæbestane ferdøſi

dæbirestane ferdowsi

dæbir

daneſga

dabirestan

dæbestan

mohæſel

daneſga

dæbirestan

møællem

dæbestan

šagerd

dæbirestan

daneſmuz

dæbestan

(Repeat the above exercise using /iſun/ and the corresponding /hæſtænd/.)

Drill 16b.6 Complex Substitution

bæradaſam dær dæbirestan dærs mide.

daneſga

tædris mikone.

dæbirestan

dærs mixune.

Drill 16b.6 (cont'd)

bæradaeræm dær dæbirest dærs mixune.

dæbestan

dæræ mide.

danešga

tæhsil mikone*

dæbirestan

dærs mixune.

danešga

tæhsil mikone.

dæræ mide.

tædris mikone.

Drill 16b.7 Forced Substitution (Be sure that the students' responses contain the plural.)

Yoma mesle irania hærf mizænid.

amrikai

tehrani

esfæhani

rus

færansavi*

(Repeat the above exercise once using /mæn/ and once again using /jæmšid/ as the subject and using the negative.)

Drill 16b.8 Complex Substitution

ma mesle irania zendegi mikonim.

hærf mizænim.

qæza mixorim.

qæza dorost mikonim.

Drill 16b.8 (cont'd)

ma mesle irania qæza dorost mikonim.

mosaferæt mikonim.

inglisi dærs midim.

farsi

hærf mizænim.

bælædim

inglisi

yad migirim.

farsi

migim * "inšallah"

"befærmaid"

taarof mikonim.

Drill 16b.9 Simple Substitution (Repeat in the negative.)

mæn mesle ſoma farsi bælædæm.

almani

inglisi

torki

ašpæzi

næqqaši

duxtæn

šena

basketbal

šætræn,j

Drill 16b.10 Simple Substitution

Yoma cənd-ta Yagerd darid/

kətab

medad

otəq

bəradər

xodnevis

mohəsel

xahər

pirahən*

damən**

moxəllem

Drill 16b.11 Complex Substitution

ma do-ta Yagerd darim.

se

car

kətab

dəsh

kətabə fərsi

cel*

bist**

medad

medade qerməz

se

noh

mohəsel

Drill 16b.11 (cont'd)

ma moh-ta mohesel darim.

paenjah^x

moellem

dæh

danešga

Drill 16b.12 Simple Substitution

ceqad^x kaqæz darid^x

Şekar

polo

kar

ab^x

qæza

cai

gušt^xpul^xvæxt^x

Drill 16b.13 Simple Substitution

seyli Şagerd daram.

ketab

kaqæz

kar

polo

Şekar

möhæsel

Drill 16b.14 Conversation (The teacher gives the cue, student one asks the question, and student two answers as below.)

| | | |
|----------|-------------------------------------|-----------------------------------|
| T. katab | S ₁ cænd-ta katab darid? | S ₂ xeyli katab darəm. |
| Şekər | S ₁ ceqad Şekər darid? | S ₂ xeyli Şekər darəm. |
| kaqaz | | |
| mohəsel | | |
| kar | | |
| Şagerd | | |
| polo | | |
| qaza | | |
| pul | | |

Drill 16b.15 Conversation

1. dər kelasemun cænd-ta Şagerd darim?
2. Şoma cænd-ta məəllem darid?
3. dər astin cænd-ta məəlleme farsi darim?
4. dər daneşgaye tegzas cænd-ta mohəsele irani darim?
5. dər Dexter House cænd-ta dəftər* darim?
6. tu kelasemun cænd-ta doxtər darim?
7. dər kelasemun cænd-ta pesər darim?
8. tu jibetun* cænd-ta medad darid?
9. tu jibetun cænd-ta xodnevis darid?
10. ketabə farsimun cænd-ta səfe* dare?
11. amrika cænd-ta ayyalət* dare?
12. iran cænd-ta daneşga dare?
13. Şahre vaşington cænd-ta daneşga dare? (10)
14. Şoma cænd-ta jib darid?
15. Şoma dər astin cænd-ta katab darid?
16. otaqe Şoma cænd-ta ceraq* dare?
17. jəmşid cænd-ta bəradər dər amrika dare?

SUPPLEMENTARY LESSON 11

1. lotfæn guš kcnid.

kelase ma si-ta* Šagerd dare.
 kelase Šoma bist-ta Šagerd dare.
 kelase ma æz kelase Šoma Šuluqtar-e. (or)
 kelase Šoma æz kelase ma xælvættær-e.

in saxtemún car tæbægæst.
 un saxtemun do tæbægæst.
 in saxtemun æz un saxtemun bolandtar-e. (or)
 un saxtemun æz in saxtemun kutatar-e.

2. lotfæn tekra konid.

kelase ma æz kelase Šoma Šuluqtar-e.
 kelase Šoma æz kelase ma xælvættær-e.
 in saxtemun æz un saxtemun bolandtar-e.
 un saxtemun æz in saxtemun kutatar-e.
 saæte Šoma æz saæte man geruntær-e.
 saæte man æz saæte Šoma ærzuntær-e.
 dærse emruz az dærse diruz sæxtær-e.
 dærse diruz æz dærse emruz asuntær-e.
 farsie jæmšid æz farsie tam behtær-e.
 farsie tam æaz farsie jæmšid bædtær-e.
 hævaye Šomale iran æz hævaye junub sardtar-e.
 hævaye junube iran æz hævaye Šomal gærmær-e.

3. Have the students use comparatives in sentences. Give a pair of statements as cues. Practice this chorally and then individually.

T. kelase ma Šuluq-e. S. kelase ma æz kelase Šoma Šuluqtar-e.
 kelase Šoma ziad Šuluq nist.

kelase Šoma xælvæt-e.
 kelase ma ziad xælvæt nist.
 in saxtemun boland-e.
 un saxtemun ziad boland nist.

un saxtemun kutast.
 in saxtemun ziad kuta nist.
 saæte Šoma gerun-e.
 saæte ma ziad gerun nist.
 saæte man ærzun-e.
 saæte Šoma ziad arzun nist.

Supplementary Lesson 11

3. (cont'd)

T. inglisie æhmæd bæd-e.
inglisie Šale bæd nist.

farsie fereydyn xub-e.
farsie men ziad xub nist.

dærse emruz sæxt-e.
dærse diruz ziad sæxt nist.

dærse diruz asun-e.
dærse emruz ziad asun nist.

4. lotfæn jævab bedid. (Affirmative cue.)

T. kelase ma æz kelase Šoma suluqtær-e? S. bæle. kelase ma æz kelase Šoma Šuluqtær-e.

kelase Šoma æz kelase ma xalvættær-e?

un saxtemun æz in saxtemun kutatær-e?

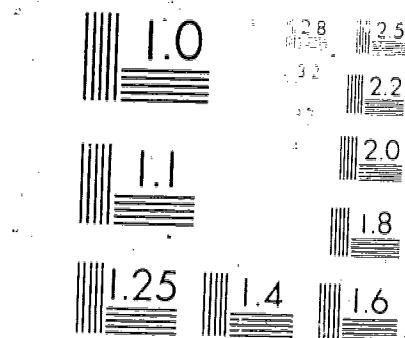
in saxtemun æz un saxtemun bolændtær-e?

saarte Šoma æz saate man geruntær-e?

saate man æz saete Šoma ærzuntær-e?

dærse emruz æz dærse diruz sæxtær-e?

dærse diruz æz dærse emruz asuntær-e?



Visual acuity test chart (International Commission for Optics)

LESSON 17

dialog a

otobus

bus

miad

he, she, it comes

1. otobus saet cend aez tehran miad?

What time does the bus come from
Tehran?

qorban

sir

2. sob saet daeh miad, qorban.

It comes at ten o'clock in the
morning, sir.

dir mikone

he, she, it arrives late

1. xeyli xob. mæmulan dir mikone?

Fine. Is it usually late?

montæzer

waiting for (adj.)

kæsi

someone

2. mæmulan dir nemikone. montæzere
kæsi hæstid?It doesn't usually arrive late.
Are you waiting for someone?

miand

they come

1. bæle. do-se-ta aez dustam aez
tehran miand.Yes, two or three of my friends are
coming from Tehran.

2. dustatun amrikaiand?

Are your friends American?

hæmæsun

all of them

1. bæle. hæmæsun hæm farsi xub
bælædænd.Yes, and they all speak Persian
well.dialog a

1. otobus saet cend aez tehran miad?

2. sob saet daeh miad, qorbán.

1. xeyli xob. mæmulan dir mikone?

2. mæmulan dir nemikone. montæzere kæsi hæstid?

1. bæle. do-sé-ta aez dustam aez tehran miand.

2. dustatun amrikaiand?

1. bæle. hæmæsun hæm farsi xub bælædænd.

Drill 17a.1 Complex Substitution (Review)

dustatun inglisi hærf mizænænd.

bæradaratun

farsi

yad migirænd

rusi

bælædænd

šagerdatun

inglisi

mixunænd

færanske

yad migirænd

ašpæzi

dustatun

bælædænd

šena

dust darænd*

qæzaye irani

xahæratun

dorost mikonænd

qæzaye amrikai

mixorænd

bæradaratun

sobhane

masto xiar*

dust darænd

Uill 17a.2 Transformation (Using the following sentences as the cue, elicit the corresponding singular sentence as a response.)

1. Ӯagerdatun inglisi xub hærf mizænænd.
2. bæradæratun koja zendegi mikonænd.
3. dustatun dær dæbirestan dærs midænd?
4. moællemaye Ӯoma kojaiænd/
5. dustatun saæt cænd miænd/
6. xahæratun ašpæzi bælædænd.
7. Ӯagerdatun færanse yad migirænd?
8. dustatun qæzaye irani dorost mikonænd?
9. bæradæratun dær Ӯiraz kar mikonænd?

Uill 17a.3 Transformation (Elicit a plural response to the singular sentence.)

1. bæradæretun koja zendegi mikone/
2. dustetun qæzaye irani mixore?
3. Ӯagerdæm Ӯena dust dare.
4. xahære Jæmšid Ӯagerde dæbestan-e.
5. dustæm farsi xeyli xub bælæd-e.
6. bæradærem qæzaye hendi* dust dare.
7. Ӯagerdæm rusi yad nemigire.
8. xahærem hæmîše sobhane mixore.

Uill 17a.4 Simple Substitution

do-ta æz ketabam ru miz-e.

medadæm

kaqæzam

xodnevisam

Drill 17a.5 Simple Substitution

do-ta æz dustam tu otaqænd.

Şagerdam

dustatun

Şagerdatun

moællema

irania

moællematun

Şagerdaye irani

moællemaye amrikai

düstaye irani

Drill 17a.6 Forced Substitution

do-ta æz Şagerdatun tu otaqænd.

ketabatun

medadatun

moællema

irania

Şagerdaye irani

kaqæzatun

dustaye amrikaitun

xodnevisam

dustaye iranitun

moællemaye amrikaitun

ketabaye farsitun

ketabaye amrikaitun

moællema

Drill 17a.6 (cont'd)

do-ta æz moallema tu otaqænd.
 medadaye germezetun
 medadaye germezemun
 moællemaye iranimun
 ketabaye farsimun
 ketabaye amrikaimun
 dustaye amrikaimun
 Ÿagerdaye iranimun

Drill 17a.7 Simple Substitution

hæmæšun farsi xub bælædænd.
 inglisi
 ašpæzi
 Ÿena
 færانse
 Ÿætranj

Drill 17a.8 Simple Substitution (Repeat this drill using /hæmæšun/.)

hæmætun* farsi xub bælædæd.
 haerf mizænid.
 midunid
 tælaefoz mikonid*
 dærs midid
 yad migirid
 minevisid

Drill 17a.9 Simple Substitution (Repeat in the negative.)

montæzere Ÿoma hæstæm.

bæradaæm

Drill 17a.9 (cont'd)

montæzere bæraderæm hæstæm.

mcællemæm

dustæm

pedæro madaæm

væzire færhæng*

ketabæm

šagerdam

modire medrese*

Drill 17a.10 Review the following exercises: 12a.3, 12a.5, 14a.3 and 14a.8.

LESSON 17

dialog b

miaid

you come

xodetun

yourself

1. xodetun saæt dæh miaid injæ? Are you coming here at ten yourself?

ye kæmi

a little

2. mæn ye kæmi dir miam. I'm coming a little late.

be

to

migæm

I tell, say, am saying,
will tell, say

ke

that

1. pæs mæn be dustatun migæm ke dir miaid. Then I'll tell your friends that you're coming late.

motšækéræm

thank you

2. xeyli xob. motšækéræm, aqa. Fine. Thank you, sir.

xaeš mikonæm

you're welcome

befærmaid.

you're welcome (This phrase in this case is the equivalent of "Any time, sir.")

1. xaeš mikonæm, qorban, befærmaid. You're welcome, sir, you're welcome.

* * *

dialog b

1. xódetun saæt dæh miaid injá?

2. mæn ye kæmi dir miam.

1. pæs mæn be dustátun migæm ke dir miaid.

2. xéyli xob. motšækéræm, aqa.

1. xaeš mikonæm, qórbán, befærmaid.

Drill 17b.1 Forced Substitution (Be sure the verb changes.)

xodetun mirid unja

xodeš*

xodæm*

xodemun*

xodešun*

Drill 17b.2 Conversation

T. xodetun farsi dærs midid? S. bæle. xodæm dærs midæm.

janson xodeš qæza dorost mikone? bæle. xodeš qæza dorost mikone.

pedæro madæretun xodešun mirænd bæle. xodešun mirænd iran.
iran?Šomavo bæradæretun xodetun in-
glisi yad migirid?

men xodæm iranian?

jamšid xodeš dær amrika dærs
mixune?

xodetun celow kæbab dorost mikonid?

Drill 17b.3 Complex Substitution

men be dustatun migæm ke dir miaid.

zud*

mir-

særevæxt*

ye sæt dir

dó

hæft

now

dæh

Drill 17b.4 Transformation (The cue sentence should be combined with /mæn be dustatun migæm ke.../ by the students.)

T. qæza dorost mikonid. S. mæn be dustatun migæm ke qæza dorost mikonid
farsi bælædid.

emruz dir mikonid.

emruz kar darid.

emruz narahætid.

emruz xeyli xæsteid.

bæzd æz zor dærs midid.

emšæb dærvæt darid.

emšæb mirid sinema.

Drill 17b.5 Conversation (The teacher gives cue. Student one makes the corresponding statement and student two combines this with the /ke/ clause.)

T. narahæt S₁ emruz narahætam. S₂ mæn be dustatun migæm ke emruz
xæste narahætid.

mæšqul

bikar

mæn emruz pul nædaræm

kar

kelas

(aff)

emšæb

kar

dærvæt

Drill 17b.6 Review Drills 7b.3, 9a.3, 14b.2 (in the negative) and any other drill that practices a problem that your class may be having.)

Drill 17b.7 Comprehension

jan hæmilton amrikai-e. dær ſehre yæzd zendegi mikone. yæzd ye ſehre irani-e væ* ye sal-e ke jan unja kar mikone. dær do-ta æz dæbirestanā inglisi tædris mikone. soba dær dæbirestane ferdowsi dærs midevo, bænd æz zora kelasáš dær dæbirestane ſalæſt. dær dæbirestane ferdowsi kelase þenjom dærs mide. ſagerdaš inglisi xub bælædænd vali biſtær neveſtan bælædænd. ye sal-e ke ba jan inglisi mixunænd. jan ba ſagerdaš hæmiſe inglisi hærf mizænevo hala inglisi xub mifæhmændo kæmi hærf mizænænd. al-bætte jan farsi xeyli xub bælæd-e væ bæraye in, ſagerdaš hæmiſe baš farsi hærf mizænænd ya be farsi soal mikonænd.

dær dæbirestane zæle kelase sevvom dærs mide. jan unja hæmiſe farsi hærf mizæne. ſagerdaš inglisi 'n bælædændo modire mædreſe hæm inglisi nemidune. iſun færانse xub hærf mizænænd vali jan færانse bælæd nist.

emruz ſæmbæſt, ruze ævvæle hæfte. jan saæte ſid bidar miſe* vali boland nemiſe.* xeyli xæſtaſt. ſiſo nim* boland miſevo hæmmam mikone.* bænd lebas mipuſe.* saæt hæft sobhane mixore. bæraye sobhanæš hæmiſe nuno þænir* mixore. saæt hæfto bist dæyqe* mire mædreſe. dæbirestane ferdowsi æz xunæš dur nist væ hæmiſe piade* mire. dæh dæyqe tul mikeſe.*

SUPPLEMENTARY LESSON 12

1. Substitution Practice

kelase ma æz kelase Šoma Šuluqtær-e.

| | |
|--------|-------|
| xælvæt | |
| bozorg | |
| kucik | |
| xub | |
| dærs | |
| asun | |
| sæxt | |
| bæd | (neg) |

2. Substitution Practice

xuneye ma æz xuneye Šoma bozorgtær-e.

| | |
|--------|-------|
| kucik | |
| ærzun | |
| bolænd | |
| gerun | |
| keta | |
| næzdik | |
| xub | |
| dur | |
| Šuluq | |
| xælvæt | (neg) |
| ziba | |

3. lotfæn jævab bedid. (Negative cue.)

T. Šoma æz bæradæretun bozorgtær-id? S. næxeyr, man æz bærad em bozorgtær nistam.

danešgaye tehran æz danešgaye tegzas bozorgtær-e?
 hævaye inja æz hævaye mišigan gærmær-e?
 xuneye Šoma æz xuneye ma bolændtær-e?
 sæte man æz sæte Šoma geruntær-e?
 hævaye Šomal æz hævaye junub gærmær-e?
 farsi æz inglisi asuntær-e?
 dærse diruz æz dærse emruz sæxtær-e?
 inglisisie man æz inglisisie Šoma behtær-e?
 vašængton æz nyo york Šuluqtær-e?
 restorane danešga æz in restoran xælvættær-e?

Supplementary Lesson 12

4. lotfæn jævab bedid. (Free Conversation)

T. xælvæt S₁ kelase ma æz kelase ſoma xælvættær-e?
ſuluq

S₂ bælē. kelase ſoma æz kelase ma xælvættær-e. (or)
næxeyr. kelase ma æz kelase ſoma ſuluq-e.

ærzun
gerun

bæd
xub

kuta
bolænd

asun
sæxt

kucik
bozorg

næzdik
dur

LESSON 18

dialog a

gorosnætun-e

you are hungry

1. aqaye jorj, gorosnætun-e?

George, are you hungry.

gorosnam-e

I'm hungry

gorosnam nist

I'm not hungry

hala

2. næxeyr, aqa. hala gorosnam nist. No, I'm not hungry now.

qæza mixor-

eat (in general)

1. næmemulan saæt cænd qæza mixorid? What time do you usually eat?

2. næmemulan saæt haft qæza mixoram. I usually eat at seven.

befærmайд

please (come)

1. pæs emšæb saæt ſiš befærmайд manzele ma. Then please come over to our house tonight at six.

2. xeyli motšakeram, aqa. lótf darid.

Thank you very much.

1. xæš mikonam.

You're welcome.

* * *

dialog a

1. aqaye jorj, gorosnætun-e?

2. næxeyr, aqa. halá gorosnám nist.

1. næmemulan saæt cænd qæzá mixorid?

2. næmemulan saæt haft qæzá mixoram.

1. pæs emšæb saæt ſiš befærmайд manzele má.

2. xeyli motšakeram, aqa. lótf darid.

1. xæš mikonam.

Drill 18a.1 Imitation

gorosnætun-e?

bæle. gorosnæm-e.

gorosnætun-e?

næxeyr. gorosnæm nist.

gorosnæš-e?

bæle. gorosnæš-e.

gorosnæš-e?

næxeyr. gorosnæš nist.

jæmšid gorosnæš-e?

bæle. jæmšid gorosnæš-e.

næxeyr. jæmšid gorosnæš nist.

Drill 18a.2 Complex Substitution

gorosnæm-e.

(question)

(šoma)

(statement)

jæmšid

(neg)

(men)

(aff)

fereydun

(question)

Drill 18a.3 Imitation

tešnætun-e?*

tešnam-e.

Drill 18a.3 (cont'd)

sardetun-e?*

sardam-e.

gärmétun-e?*

gärmam-e.

cand saletun-e?*

bist salam-e.

Drill 18a.4 Complex Substitution

men hala gorosnam-e.

Soma

(question)

tešne

Jánšid

(statement)

gärm

(neg)

širin

gorosne

(aff)

cand sal

Soma

men

gärm

(neg)

Soma

(question)

Drill 18a.5 Simple Substitution

maemulan saet cand qæza mixorid?

šam

næhar

sobhane

mixabid*

bolænd mišid.*

mirid sære kelas.

mirid danešga.

miaid inja.

mirid Dexter House

dærs mixunid.

næhar mixorid.

mixabid.

šam mixorid.

Drill 18a.6 Repeat Drill 18a.6 as questions to be answered by the student. The answer should be on the hour and not exact.)

Drill 18a.7 Complex Substitution

ma emšab qæzaye irani mixorim. Šomam befaermaid.

amrikai

dorost mikonim.

šam

irani

qæza

mirim sinema

restorane lalezar

xuneye bæradzaram

Drill 18a.8 Conversation (Drill 18a.7 should be repeated in the following manner. The teacher gives the short cue. Student one says the whole sentence and student two answers with the sentence /motšäkeräm, aqa. lotf darid./ Student one completes the conversation with /xaeš mikonäm./)

T. qazaye irani

S₁ ma emšäb qazaye irani mixorim. Šomam befärmaid.

S₂ motšäkeräm, aqa. xeyli lotf darid.

S₁ xaeš mikonäm.

(Continue in this manner using the cues in Drill 18a.7.)

Drill 18a.9 Conversation

1. Šoma næemulæn saæt cænd bidar mišid?*
næemulæn saæt cænd mixabid?*

2. saæt cænd sohane mixorid?
koja?

3. Šoma Šeba kelase farsi darid?
ceqæd tul mikeše?*

4. Šoba kelase farsi darid?
saæt cænd?

5. koja næhar mixorid?
Šoma emšäb dænvæt darid?

6. kelase farsitun ceqæd tul mikeše?
saæt cænd Šam mixorid?

7. Šæmbeha saæt cænd mixabid?
yekšæmbeha saæt cænd bolænd mišid?*

8. yekšæmbeha saæt cænd sohane mixorid?
yekšæmbeha Šam koja mixorid?

LESSON 18

dialog b

xošetun miad

you like

1. æz qæzaye irani xošetun miad? Do you like Persian food?
 2. bæle. xeyli xošæm miad. Yes, I like it very much.
 1. æz kodum bištar xošetun miad? Which kind do you like most?
 fesenjun (explain)

dust daram

I like

2. fesenjun xeyli dust daram. I like "fesenjun" a lot.
 1. pæs emšæb bæraye ſoma fesenjun Then we will fix "fesenjun" for
 dorost mikonim. you tonight.
 2. bæh-bæh! ce xub! (untranslatable exclamation of
 enthusiasm)
 1. xæſ mikonam. tæſrif biarid. formal expression

* * *

dialog b

1. æz qæzaye irani xošetun miad?
 2. bæle. xeyli xošæm miad.
 1. æz kodum bištar xošetun miad?
 2. fesenjun xeyli dūst daram.
 1. pæs emšæb bæraye ſoma fesenjun dorost mikonim.
 2. bæh-bæh! ce xub!
 1. xæſ mikonam. tæſrif biarid.

Drill 18b.1 Simple Substitution

æz qæzaye irani xošetun miad?

musiqie* irani

xoreše bademjun

filmaye amrikai

pirahane jæmšid

Şahre ma

Drill 18b.2 Imitation

xošetun miad?

xošetun nemiad?

xabetun miad?*

bædam miad.*

xabæm miad.

xabæm nemiad.

bædam nemiad.

keyli xošæm miad.

keyli xošeš miad.

keyli xabeš miad.

keyli bædeš miad.

jæmšid xošeš miad.

fereydun xošeš nemiad.

æz qæzaye irani keyli xošeš miad.

Drill 18b.3 Expansion

xošeš miad.

keyli xošeš miad.

æz musiqi keyli xošeš miad.

æz musiqiye irani keyli xošeš miad.

æz musiqio qæzaye irani keyli xošeš miad.

Jamšid æz musiqio qæzaye irani keyli xošeš miad.

Jamšido Jorj æz musiqio qæzaye irani keyli xošešun miad.

Meno Jamšido Jorj æz musiqio qæzaye irani keyli xošemun miad.

Drill 18b.4 Complex Substitution

Jamšid æz qæzaye amrikai xošeš miad.

(neg)

musiqi

fereydun

ræxs*

bæd

(aff)

Meno

qæza

xoš

Meno Jamšid

irani

(neg)

bæd

šoma

(aff)

Drill 18b.5 Comprehension

mohammed firuzi ye pesare irani-e. mohammed bist saleš-e. dær ſahre kerman zendegi mikonevo unja təhsil mikone. mohammed mohæſele sale ſišome dəbireſtane ſahpur-e. dær hæfte* se ruz kelase inglisi dare - yekšəmbeha, sešambehavo pənüşəmbeha. mohammed ye duste amrikai dare. dusteš dær kerman nist. dusteš dær amrika zendegi mikone væ bərəye mohammed name minevise. bərəye in, mohammed mokaleme bələd nist væli name be inglisi qəşəng* minevise. esme dusteš "Paul"-e. Paul həm farsi yad mighirə væli hənuz xeyli kəm bələd-e. Paul məqələme farsi nədare væ aəz mohammed yad migire. bərəye in, tələfozəš xub nist. ye mohæſele irani dær ſahre. Paul zendegi mikone væ Paul həm iſe ba un mohæſel hərf mizane. væli un mohæſel xeyli kar dare væ ziad*be Paul komək* nemikone. Paul mohæſele sale dövvome daneşgast.

mohammed se zəban bələd-e. farsio kordio inglisi. farsi xeyli xub hərf mizanevo xundəno nevəstan həm bələd-e. be kordi fəqət hərf-zədən bələd-e væ be inglisi fəqət nevəstan bələd-e. mohammed dær kerman zendegi mikone væli kermani nist. pedərəš həmədani-e. dær həmədan farsavo* kordavo torka zendegi mikonənd. məre mohammed həm kord-e. madərəš farsio torki həm bələd-e væli ba mohammed həm iſe kordi hərf mizane. pedərəš bərəye vezarətə fərhəng* kar mikone væ do sal-e ke dær kerman zendegi mikone.

1. mohammed irani-e?
2. esme famileš ci-e?
3. koja zendegi mikone?
4. dær kerman cekar mikone?
5. dær kodum mədrəſə təhsil mikone?
6. dær kodum kelas-e?
7. inglisi bələd-e?
8. duste amrikai dare?
9. dusteš kojast?
10. esme dusteš ci-e?
11. bərəye mohammed name minevise?
12. be inglisi ya be farsi minevise?
13. Paul cekar mikone?
14. Paul farsi midune?
15. tələfoz farsiš cətər-e?
16. mohammed cənd-ta zəban midune?
17. kodumaj?
18. mohammed kermani-e?
19. kojai-e?
20. kordiš cətər-e?
21. madərəš kojai-e?
22. pedərəš kojai-e?
23. esme pedərəš ci-e? (nemidunam)
24. pedərəš dær kerman cekar mikone?

Drill 18b.6 Conversation

1. *az qəzaye irani xoşetun miad?*
2. *az cai sərd xoşetun miad?*
3. *az cai gərm xoşetun miad?*
4. *az filmaye Žaponi xoşetun miad?*
5. *az romanaye* rusı xoşetun miad?*
6. *az məjəlleye "Life" xoşetun miad?*
7. *az musiqiye irani xoşetun miad?*
8. *az celow kəbab xoşetun miad?*
9. *az həvaye tegzas xoşetun miad?*

Drill 18b.7 Conversation (Repeat the above questions as cues in the following format.)

T. (to S_1) *az qəzaye irani xoşetun miad?*

S_1 bale. *az qəzaye irani xoşəm miad.* (or) nəxeyr. *az qəzaye irani xoşəm nemiad.*

T. (to S_2) *az qəzaye irani xoşə miad?* (referring to S_1 's answer)

S_2 bale. *az qəzaye irani xoşə miad.* (or) nəxeyr. *az qəzaye irani xoşə nemiad.*

SUPPLEMENTARY LESSON 13

1. lotfæn guš konid.

mæn guš mikonæm.
mæn tekstrar mikonæm.
mæn soal mikonæm.

lotfæn guš konid.
lotfæn tekstrar konid.
lotfæn soal konid.

2. tekstrar konid.

lotfæn guš konid.
lotfæn tekstrar konid.
lotfæn soal konid.
lotfæn næga konid.
lotfæn jævab bedid.
lotfæn dærs bedid.
lotfæn dæst bedid.
lotfæn farsi bexunid.
lotfæn farsi benevisid.
lotfæn farsi hærf bezænid.

3. Have the students change the following statements into the request form.

T. mæn guš mikonæm.

S. lotfæn guš kchid.

mæn tekstrar mikonæm.
mæn soal mikonæm.
mæn jævab midæm.
mæn dærs midæm.
mæn næga mikonæm.
mæn dæst midæm.
mæn farsi mikunæm.
mæn farsi minevisæm.
mæn farsi hærf mizænæm.

4. Have each student make two sentences, one statement and one request. Give the following cues.

T. guš kærdæn S. mæn guš mikonæm. lotfæn guš konid.

tekstrar kærdæn
soal kærdæn
næga kærdæn
dærs dadæn
dæst dadæn
xundæn
neveštæn
hærf zædæn

Supplementary Lesson 12

5. Transformation Practice

men farsi hærf mizanæm.

Cues: ma

inglisiso farsi

farsi

hærf bezænid

mixunim

bexunid

inglisi

dærs midæm

dærs bedid

yad begirid

LESSON 19

dialog a

næxše

map

1. in næxše ye tehran-e? Is this a map of Tehran?

2. næxeyr. næxše ye iran-e. No, it's a map of Iran.

paytæxt

capital

1. paytæxte iran kodum Šæhr-e? What's the capital of Iran?

2. paytæxte iran tehran-e. The capital of Iran is Tehran.

* * * *

dialog a

1. in næxše ye tehrán-e?

2. næxeyr. næxše ye irán-e.

1. paytæxte irán kodum Šæhr-e?

2. paytæxte irán tehrán-e.

Drill 19a.1 Conversation

1. esfahan kojast? esfahan bozorg-e?
2. Širaz kojast? Širaz næzdike mæšhæd-e?
3. tæbriz kojast? dær kordestan-e?
4. mæšhæd kojast? mæšhæd paytæxte iran-e?
5. æhvaz kojast? kucik-e?
6. rezaye kojast? rezaye æz tæbriz dur-e?
7. rašt kojast? næzdike dæryast?
8. kerman kojast? qætar mire kerman?
9. tehran kojast? tehran paytæxte iran-e?
10. esfahan kojast? qæšæng-e?
11. æfqanestan kojast? æfqanestan næzdik-e?
12. æraq kojast? dær æraq farsi hærf mizænænd?
13. torkiye kojast? torkiye bozorg-e?
14. rusiye (sowrævi) kojast? rusiye kucik-e?

Drill 19a.2 (Prepare a talk about Iran using the map as an aid. Say as much as you think your students can understand, trying not to introduce so much vocabulary that they cannot understand. Avoid translation as much as possible, using simple definitions in Persian, gestures or pictures to get your meaning across. Bring in the sentence types and vocabulary concerning the weather found in Lesson 11a and 11b. Ask questions to check on the students' questions. No new grammar constructions should be used in your talk. For this reason, this talk must be thought out ahead of time.)

Drill 19a.3 Review Drills 16a.11, 16b.3, 16b.4, 16b.12, 17a.3, and 17a.6. Be sure that the students' responses are automatic.

Drill 19b.1 (Review Drills 8a.2 and 8a.3 using the map as an aid.)

Drill 19b.2 Imitation (Point to corresponding areas on the map.)

irania injā zendegi mikonānd.

tæbrizia

kordā

esfæhania

yæzdia

rusa

Drill 19b.3 Forced Substitution (Explain that the teacher will supply only the place name, the student should respond with a sentence containing a plural noun of nationality.)

T. tehran

S. tehrania injā zendegi mikonānd.

(The students should be warned that they will not be familiar with some of the place names but they should be able to derive the correct forms from them using the same pattern.)

T. iran (Point to the map at the same time you give the verbal cue.)

tæbriz

azærbayjan

kordestan

äræbestan

esfæhan

lorestan

tehran

širaz

yæzd

æfqanestan

Drill 19b.3 (cont'd)

T, torkie

rusie

balucestan

amrika

hend

kordestan

cin

iran

Drill 19b.4 Conversation

1. Širaz dær Šomale iran-e?
2. tehran dær junube iran-e?
3. mæšhad dær mæšreqe* iran-e?
4. ræst dær Šomale iran-e?
5. æhvaz dær junube iran-e?
6. tæbriz dær junube iran-e?
7. Kermanšah dær mæqrebe iran-e?
8. hæmædan dær mæqrebe iran-e?
9. hæmædan næzdike kermanšast?
10. mazænderan kojaye iran-e?
11. abadan kojaye iran-e?
12. xorasan dær mæšreqe iran-e?
13. rezaye dær mærkæze iran-e?
14. mæšhad dær junube iran-e?
15. abadan dær junube iran-e?
16. yazd dær mærkæze iran-e?

SUPPLEMENTARY LESSON 14

1. lotfæn guš konid.

| | |
|--------------------------|-----------------------------|
| mæn miræm paye tæxtesia. | lotfæn berid paye tæxtesia. |
| mæn ye jomle minevisæm. | lotfæn ye jomle benevisid. |
| mæn mišinæm. | lotfæn bešinid. |

2. Have the students repeat the above sentences after you chorally.

3. Give the statements as cues and have the students respond with the requests. Continue for all the above statements.

T. mæn miræm paye tæxtesia. S. lotfæn berid paye tæxtesia.

4. Give the requests as cues. The students respond with the statements. Continue as above.

T. lotfæn berid paye tæxtesia. S. mæn miræm paye tæxtesia.

5. Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you.

a. mæn miræm paye tæxtesia, ye jomle minevisæmo mišinæm.

b. lotfæn berid paye tæxtesia, ye jomle benevisido bešinid.

6. lotfæn guš konid.

| | |
|----------------|--------------------|
| mæn miam inja. | lotfæn biayd inja. |
|----------------|--------------------|

| | |
|---------------------------|------------------------------|
| mæn ruye sændæli mišinæm. | lotfæn ruye sændæli bešinid. |
|---------------------------|------------------------------|

| | |
|-----------------------------------|------------------------------------|
| mæn be næxšeye iran nega mikonæm. | lotfæn be næxšeye iran nega konid. |
|-----------------------------------|------------------------------------|

7. Have the students repeat the sentences after you. Then have them change statements to requests and vice versa.

Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you several times. e.g.,

a. mæn miam inja, ruye sændæli mišinæmo be næxšeye iran nega mikonæm.

b. lotfæn biayd inja, ruye sændæli bešinido be næxšeye iran nega konid.

Supplementary Lesson 14

8. Pattern Practice

mæn emšæb miræm sinæma. Cues: ma

jæmšid

kelase farsi

šoma

berid

ketabxune

biayd

xuneye ma

restoran

berid

miræm

park

miam

biayd

konsert

LESSON 20

Review

Drill 20.1 Conversation

1. paytæxte iran kodum Šahr-e?
tehran æz inja dur-e?
æz inja ta* tehran ba hævapeyma ceqæd tul mikeše?*
2. hævaye tehran cotor-e?
hævaye tehran mesle hævaye astin-e?
hævaye astin mærtub-e?
3. æz hævaye astin xošetun miad?
Šoma kojai hæstid?
hævaye Šahretun cotor-e?
4. paytæxte amrika kodum Šahr-e?
æz inja dur-e?
hævaye vašængton cotor-e?
5. Šahre abadan kojast?
æz ahvaz dur-e?
abadan bozorg-e?
6. ræšt kojast?
tu mazænderan-e?
æz mazænderan dur-e?
7. hævaye ræšt cotor-e?
æz hævaye mærtub xošetun miad?
hævaye astin mærtub-e?
8. dær kelasemun cænd-ta Šagerd darim?
dær hæfte cænd ruz dærs mixunim?
dær ruz cænd sæt mixunim?
9. Šoma Šæba farsi tamrin mikonid?*
Šoma farsi xub mifæhmid?
farsi mesle æræbi-e?
10. Šomareye otaqetun cænd-e?
otaqetun særd-e?
bozorg-e?
11. kæfše Šoma siast?
muye* sæid siast?
daftære farsitun sæbz-e?

Drill 20.1 (cont'd)

12. dæftære* TEFL kojast?
mesle dæftære zæbane farsi-e?
dæftære zæbane farsi tæmiz-e?

13. xoreše bademjun xošetun miad?
Šoma ræxs bælædid?
ræxse irani yad migirid?

14. hævaye tæbriz mesle hævaye kojast?
tæbriz æz Šowrævi dur-e?
tæbriz kucik-e?

15. hæmædan kojast?
dær hæmædan kordi hærf mizænænd?
kordi mesle farsi-e?

16. irania bæraye sobhane ci mixorænd?
Šoma sobhæye amrikai mixorid?
æz qæzaye irani xošetun miad?

17. torki koja hærf mizænænd?
Šoma torki midunid?
"yaxci" yænni ci?

18. Šoma farsi xub bælædid?
neveštæn yad migirid?
farsi mošgél*-e?

19. soba saæt cænd bidar mišid?*
soba værzes mikonid?*
æz værzes xošetun miad?

20. Šoma duste irani darid?
ba dustetun farsi hærf mizænid?
dustetun dær amrika dærs mixune?

21. madær bozorgetun qæzaye irani dorost mikone?
pedær bozorgætun qæzaye irani dust dare?*
esme madær bozorgetun fereštæst?

22. dær astin barun miad?
ba otobus mirid sære kelase farsi?
kelasaye farsi æz Dexter House dur-e?

23. abadan kojast?
abadan næft*, dare?
hævaye abadan cætor-e?

Drill 20.1 (cont'd)

24. Ÿoma emruz narahætid?
særetun dærd mikone?
gorosnætun-e?

25. Ÿoma irani hætid?
farsi mifahmid?
kojai hætid?

26. esme familetun ci-e/
be farsi cotor ~~ta~~lafoz mikonid/
esmaye irani mošgel-e?

27. Ÿæba inglisi dærs midid?
kelasetun æz injarur-e?
mæmulæn sære væxt* miresid?*

28. Ÿoma piade mirid særekelase farsi?
ceqæd tul mikeše?
xæsteid?

29. Ÿæba saæt cænd kelase farsi darid?
emšæb ki dærs mide?
kelase farsi bænd æz Ÿam-e?

30. irania saæt cænd næhar mixorænd?
æz amrikaia bištær mixorænd ya kæntær?
Ÿoma æz polow xošetun miad?

31. yekšæmbeha koja mirid?
esterahæt mikonid?
Ÿena mikonid?

GrammarNoun Plurals

The plural is formally expressed only when there is no other determiner of plurality. Determiners of plurality include numbers and adverbs of quantity.

cənd-ta Əagerd darid?

keyli Əagerd darəm.

dəh-ta Əagerd darəm.

When there is no other plural indicator in the sentence, the noun may be made plural by the addition of the plural morpheme /-ə/. The plural morpheme is always stressed.

Number Concord

When a plural noun is the subject of a sentence in Persian, specific rules of concord must be observed. An inanimate plural subject will require a singular verb inflection while an animate plural subject will incur with a plural verb inflection. This rule of concord is true only for the third person. For example,

un ketaba male Əomast?

dustatun amrikaiənd?

Other uses of the third person plural verb:

a. Speaking of a third person who is present.

in aqa amrikaiənd?

iŞun farsi bələdənd?

b. Speaking of an important third person who is not present.

vəzire farhəng emruz miand inja.

c. Speaking of a third person not present who is related to the person you are speaking to. His family members are referred to in the third person plural out of politeness even if they are not present.

pedəretun koja kar mikonənd?

The plural used with singular nouns to indicate politeness holds true only for verb morphology but other morphology as well.

in farsi xub bələdənd. in aqa amrikaiənd. esmeŞun həm esmit-e.

3. Counters

There is a difference in Persian (as there is in English) between countable and non-countable nouns. This difference is shown by occurrence with different adverbs of quantity. For example,

cænd-ta ketab darid/

ceqæd Ÿekmar darid/

A counter (in this case /-ta/) must be suffixed to the number or adverb you are using as a modifier of the noun. /cænd/ means "how many" but when used with a countable object it must take the counter /ta/. The numbers /yek/, /do/, etc. are used alone only when enumerating or counting. When used to modify countable nouns, however, they occur in the form /do-ta/, /se-ta/, /car-ta/, etc. This counter is retained when referring to a countable noun not mentioned.

Soma cænd-ta ketab darid/

dæh-ta.

The counter used with the number one (/ye/ or /yek/) is /-dune/.

cænd-ta medad darid/

ye-dune.

The counters - are not used with units of time such as ruz, sæt, hæfte, mah, sal, etc.

ye sæt

do sæt

se ruz

car hæfte

pænj mah

Siš sal

4. Compound Verbs

Certain Persian verbs occur in the compound state when there is no direct object expressed. When the direct object is indicated, it takes the place of the noun component. Examples of this type of verbs that you have seen are /mixoram/ and /mixunam/. Both of these verbs generally occur with a noun component even when the meaning is general in nature, and no direct object is intended.

Examples of this type of compound verb are:

- a. /nehar mixoram/ "I eat lunch"
 /šam mixoram/ "I eat supper"
 /nun mixoram/ "I eat bread"
 /qæza mixoram/ "I eat"
- b. /farsi mixunam/ "I study Persian"
 /šimi mixunam/ "I study chemistry"
 /daers mixunam/ "I study"
- c. /sorude melli mixunam/ "I am singing the national anthem"
 /avaz mixunam/ "I am singing"

Note that the verb /mixunam/ means either "I read; study, sing" depending on the noun component. It is for this reason that compound verb forms must always be considered in their entirety.

SUPPLEMENTARY LESSON 15

1. guš konid.

lotfæn tekstrar konid.
 lotfæn soal konid.
 lotfæn jævab bedid.
 lotfæn kar konid.
 lotfæn dærs bedid.
 lotfæn dæst bedid.
 lotfæn farsi bæxunid.
 lotfæn farsi hærf bezænid.

lotfæn tekstrar nækonid.
 lotfæn soal nækonid.
 lotfæn jævab nædid.
 lotfæn kar nækonid.
 lotfæn dærs nædid.
 lotfæn dæst nædid.
 lotfæn farsi næxunid.
 lotfæn farsi hærf næzænid.

2. Have the students change the requests above to the negative. e.g.,

T. lotfæn inglisi hærf bezænid. S. lotfæn inglisi hærf næzænid.

3. Have individual students make affirmative and negative request forms. Give infinitives as cues. e.g.,

T. dærs dadæn. S. lotfæn dærs bedid. lotfæn dærs nædid.

tekstrar kærdæn
 soaæ kærdæn
 nega kærdæn
 kar kærdæn
 dærs dadæn
 dæst dadæn
 neveštan
 xundæn
 hærf zædæn
 raftæn
 nešæstan
 amædæn

4. lotfæn tekstrar konid.

lotfæn farsi hærf bezænid, væli inglisi hærf næzænid.
 lotfæn ruye sændæli bæšinid, væli ruye miz næšinid.
 lotfæn ketabxune berid, væli sinema mærid.
 lotfæn farsi benevisid, væli inglisi nænevisid.
 lotfæn soal konid, væli hærf næzænid.
 lotfæn guš konid, væli jævab nædid.

5. Have individual students make sentences similar to those practiced above. Give two cues at a time. e.g.,

T. soal kærdæn, hærf zædæn S. lotfæn soal konid, væli hærf næzænid.
 tekstrar kærdæn, soal kærdæn
 neveštan, hærf zædæn
 xundæn, soal kærdæn
 kar kærdæn, esterahært kærdæn
 selam kærdæn, dæst dadæn

LESSON 21

dialog a

nežad

family name

mišenasa-

know, be acquainted with

1. aqaye nežado mišenasi?

Do you know Mr. Nezad?

migid

you mean

2. jämšidé nežado migid?

Do you mean Jamshid Nezad?

1. næxeyr. bæradærešo migem.

No, I mean his brother.

2. men fæqæt jämšide nežado
mišenasaem.

I only know Jamshid Nezad.

dialog a

1. aqaye nežado mišenasi?

2. jämšide nežado migid?

1. næxeyr. bæradærešo migem.

2. men fæqæt jämšide nežado mišenasaem.

Drill 21a.1 Simpl Substitution

aqayé nežado mišenəsid?

sadeq

burbur

ohanian

aryan nežad

kezemian

fiuzat

Drill 21a.2 Simple Substitution (Repeat in the negative.)

men bəradəretino mišenəsem.

pedər

madər

xahər

dust

moəlləm

dəzbir

ostad

Drill 21a.3 (Repeat Drill 21a.2 using the model sentence /Səmə bəradəreš mišenəsid?/)

Drill 21a.4 Multiple Substitution

men jəmšide nežado mišenəsem.

parviz aryan nežad

qəsem sadeq

sasan burbur

vigen ohənian

Drill 21a.5 Cued Conversation

T. nežad n S₁ Šoma aqaye nežado mišenasi? S₂ Jamšide nežado migid?
aryan-nežad

sadeq

burbur

chanian

Drill 21a.6 Cued Conversation (Repeat the cues from Drill 21a.5 using the following model sentences.)

T. nežad

S₁ Šoma aqaye nežado mišenasi?

S₂ Jamšide nežado migid?

S₁ naxeyr, bəradərešo migem.

Drill 21a.7 Simple Substitution

mən bəzəd azz zor aqaye nežado mibinəm.*

burbur

sadeq

said

hoseyn

pərviz

chanian

bəradəretun

pedər

madər

moəlləm

dəzbir

dust

Drill 21a.7 (cont'd)

men bæði æz zor dustetuno mibinæm.

ostad

xahær

Drill 21a.8 Complex Substitution

bæði æz zor bæradaðræmo mibinid?

pedær

madær

(-eš)

dust

bæradaðræmo

moællem

(-etun)

pedær

dust

dæbir

(-ešun)

pedær

ostad

xahær

(-emun)

ostad

moællem

dust

Drill 21a.9 Simple Substitution

men bəradərə jəmşido mişenəsəm.

fereydun

pərviz

hoseyn

səid

şərab

qasem

Drill 21a.10 Cued Conversation

T. dəftər S_1 un dəftərə mibinid? S_2 bəle. S_1 male ki-e? S_2 nemidunəm.

ketab

medad

kaqəz

xodnevís

pirahən

maşın

navar*

Drill 21a.11 Simple Substitution

ma aqaye nežədo mibinim.

dəbirestane əlborz

daneşgaye tehran

xanume kazemian

dəbestane pars*

daneşgaye Širaz

aqaye fiuzat

Drill 21a.11 (cont'd)

ma aqaye fiuzato mibinim.

bimarestan*

jämšid

sinemaye empayr

xiabane tæxte jämšid

xuneye fereydun

ketabe məhmud

dəbirestane mehr*

mašine men

jämšido baradərəş

ketabayə said

medresəm

ketabəm

medadəm

dəftərəm

məalləmetun

məalləmemun

məalləməşun

məalləməş

məalləməş

ketabəş

bəradərəş

bəradərəm

baradəramun

Drill 21a.12 Simple Substitution

men un ketabo mixam.*

medad

dæftær

mašin

liven

fenjun

gæc

johær*

ketabe qermez

dærtære kucik

mašine xərab

livane kucik

fenjune sefid

gæce zærd

johære sæbz

Drill 21a.13 Forced Substitution (Review) (Give one cue at a time, producing as many combinations as possible.)

men mibinæm.

| | | | |
|-------------|-----------|--------|-------|
| Soma | haerf. | mizæn- | (neg) |
| ma | dærs | mid- | (aff) |
| išun | kar | mikon- | |
| alio jæmšid | midun- | | |
| men | mixun- | | |
| u | yad | migir- | |
| bæradæram | mir- | | |
| | esterahæt | mikon- | |
| | dænevæt | dar- | |
| | qæza | mixor- | |
| | dar- | | |
| | dir | mikon- | |
| | mia- | | |
| | mixa- | | |
| | mišenæs- | | |

Drill 21a.14 Expansion

a. un ketab male mæn-e.un ketabe bozorg male mæn-e.un ketabe bozorg gernez male mæn-e.b. un medad ru miz-e.un medade kucik ru miz-e.un medade kuciko sæbz ru miz-e.

c. un ketab mošgel-e.

un ketab koloft* mošgel-e.un ketabe kolofto sia mošgel-e.d. un kaqaz male ki-eun kaqæze sefid male ki-eun kaqæze sefido kohne* male ki-e

Drill 21a.15 Expansion

a. un medado mixam.

un medade kuciko mixam.un medade kuciko germezo mixam.

b. un ketabo mibinid?

un ketabe kolofto mibinid?un ketabe kolofto sæbzo mibinid?

c. un mašino nemixam.

un mašine kaſif* nemixam.un mašine kaſifo marabo nemixam.

LESSON 21

dialog b

1. esme bəradərešo midunid? Do you know his brother's name?
 2. nəxeyr. esmeš ci-ez No. What's his name?
 behruz first name
 fərda tomorrow
 beš to him
 bešun to him (polite), to them
 moərefi mikon- introduce

1. esmeš behruz-e.fərda ſəməro bešun His name is Behruz. I'll introduce
 moərefi mikonəm. you to him tomorrow.
 2. xeyli xob. pəs fərda ſəməro Fine. Then I'll see you tomorrow.
 mibinəm.

miar-

bring

1. bəle. aqaye nežado ba xədəm Yes. I'll bring Mr. Nezhad with
 miarəm. me.

* * * *

dialog b

1. esme bəradərešo midunid?
 2. nəxeyr. esmeš ci-ez
 1. esmeš behrúz-e.fərdá ſəmáro bešun moərefi mikonəm.
 2. xeyli xob. pəs fərda ſəmáro mibinəm.
 1. bəle. aqaye nežado ba xədəm miarəm.

Drill 21b.1 Simple Substitution

a. aqaye etemadiro mišenasi?

maraši

zia

alævi

mehdi

b. xanume Ÿærifiro mišenasi?

maraši

širazi

Drill 12b.2 Forced Substitution

aqaye alæviro mišenasi.

maraši

kasemian

pærviz

mehdi

sadeq

zia

širazi

hoseyn

nežad

aryan-nežad

sohrab

Ÿærifi

fiuzat

alævi

mehdi

Drill 2lb.3. Simple Substitution

a. esme bæradaða þó midunid?

pedær

madær

dust

xahær

moællem

ostad

b. esme mædres þó midunid?

mæjælle

danešga

bæradaða

Drill 2lb.4. Forced Substitution

a. man þomaro miðenasaem.

jæmþid

ma

pedæro madæræm

man

moællemem

b. man esme þomaro midunam.

jæmþid

ma

pedæro madæræm

man

moællemem

Drill 2lb.5 Simple Substitution

aqaye nežado ba xodam miarem.

zia

sadeq

meraši

reza

Drill 2lb.6 Review Drill 18b.3.

Drill 2lb.7 Forced Substitution (Change the verb to /midun-/ where necessary.)

men bəradərešo mišenəsəm.

pedar

esm

esme bəradər

moçillem

esme famil

esme dust

dust

Drill 2lb.8

men fereştəro nemibinəm.

Žale

məjallə

ruzname

fateme

Şomare

ketabxune

marzie*

madrese

Şune

Drill 21b.9 Forced Substitution

men fereštəro mibinam.

jəmšid

reza

fəriba

mædrese

ketab

šoma

hoseyn

ketabxune

mæjælle

sinema

sinemaye ferdowski

ketabe Šimi

ketabe fizik

Drill 21b.10 Conversation

T. pesər, jəmšid

S₁ un pesəro mibinid?S₂ bale.S₁ esmešo midunid?S₂ bale. esmeš jəmšid-e.

doxtər, pərvin

pesər, reza

pesan, pərviz

doxtər, Žila

doxtər, fəriba

pesan, dara

pesan, said

Drill 2lb.10 (cont'd)

T. doxtær, Zale

doxtær, ferešte

doxtær, ziba

Drill 2lb.11 Imitation

Şæba mæmulan ketab mixunæm.

dær madrese in ketabo mixunim.

men hæmiše ruzname mixæræm*

men hæmiše ruznameye keyhano mixæræm.

jaemšid hæmiše ketab mixune.

jaemšid hæmiše ketabe xodešo mixune.

men mæmulen qæzaye irani dust daræm.

men hæmiše cai mixoræm.

men in cairo nemixoræm.

Şoma cænd-ta ketab darid?

Şoma ketabaye meno mixunid?

men ketab dust daræm.

men in ketabo dust daræm.

men qæve mixoræm.

men in qæværo mixoræm.

Şoma cai dorost mikonid?

Şoma kodum cairo dorost mikonid?

qæzaye irani dust darid?

in qæzaro dust darid?

Drill 21b.12 Simple Substitution

a. Şəbə məməmulən ketab mixunəm.

məjallə

ruzname

roman

zəbənə fərsi

ketabəye inglisi

ketabəye almanı

b. mən emşab in ketabə mixunəm.

roman

məjallə

ruzname

ketabə fərsi

c. in ketabə mixune.

un

kodum

Drill 21b.13 Complex Substitution

emşəb in ketabə mixune.

ruzname

un

roman

kodum

məjallə

ketab

in

un

ruzname

SUPPLEMENTARY LESSON 16

1. lotfən guš konid.

mən æz in ketab xošəm miad əma æz un ketaba xošəm nəmiad.

mən æz in film xošəm miad əma æz un filma xošəm nəmiad.

2. lotfən tekrar konid.

1. mən æz in ketab xošəm miad əma æz un ketaba xošəm nəmiad.
2. mən æz in film xošəm miad əma æz un filma xošəm nəmiad.
3. mən æz in ahəng xošəm miad əma æz un ahənga xošəm nəmiad.
4. mən æz in sorud xošəm miad əma æz un soruda xošəm nəmiad.
5. mən æz in tablo xošəm miad əma æz un tabloa xošəm nəmiad.
6. mən æz in dastan xošəm miad əma æz un dastana xošəm nəmiad.
3. Have the students use singular and plural forms of the nouns in the above pattern sentence. Give the following cues as substitutions.

ketab

film

ahəng

sorud

tablo

dastan

4. lotfən jəvab bedid.

T. Yəma æz in xodnevis xoşətun miad? S. bələ, mən æz in xodnevis xoşəm miad əma æz un xodnevisa xoşəm nəmiad.

saat

maşin

restoran

qaza

Supplementary Lesson 16

4. (cont'd)

T. Šoma æz in qæza xošetun miad.

dastan

ahæng

mive

namayesh

5. lotfæn soal konid. Reverse the above practice. Have the students ask questions using the same cues. e.g.,

T. dastan S₁ Šoma æz in dastan xošetun miad?

S₂ men æz in dastan xošæm miad æma æz un dastana xošæm nemiad.

6. lotfæn guš konid.

men fæqæt ye bæradær daræm væli dustæm car-ta bæradær dare.

men fæqæt ye æmu daræm væli dustæm se-ta æmu dare.

7. lotfæn tekrar konid.

1. men fæqæt ye bæradær daræm væli dustæm car-ta bæradær dare.

2. men fæqæt ye æmu daræm væli dustæm se-ta æmu dare.

3. men fæqæt ye xahær daræm væli dustæm do-ta xahær dare.

4. men fæqæt ye moælleme farsi daræm væli dustæm do-ta moælleme farsi dare.

5. men fæqæt ye kelase inglisi daræm væli dustæm ſe-ta kelase inglisi dare.

8. lotfan jævab bedid.

T. Šoma cænd-ta bæradær darid? S. men fæqæt ye bæradær daræm væli dustæm do-ta bæradær dare.

bæradære bozorgtær

bæradære kuciktær

xahær

xahære kuciktær

xahære bozorgtær

æmu

xale

moælleme farsi

LESSON 22

dialog a

qænd

lump sugar

Yekær

granular sugar

1. Šoma cai ba qænd dust darid ya
Yekær? Do you like tea with sugar or "qand"?

2. qænd ci-e?

What's "qand"?

1. qænd mæsle Yekær-e væli seft-e.
cejuri "Qand" is like sugar but it's hard.
in what manner

2. pæs qændo cejuri mixorænd?
mizar-

Then how do you use (eat) "qand"?

put

dæhæn

mouth

1. qændo mizarænd tu dæhæn, un væxt
cairo mixorænd. You put the "qand" in your mouth
then drink the tea.

* * * *

dialog a

1. Šomá cai ba qænd dûst dàrid ya Yekær?

2. qænd ci-e?

1. qænd mæsle Yekær-e væli seft-e.

2. pæs qændo cejuri mixorænd?

1. qændo mizarænd tu dæhæn, un væxt cairo mixorænd.

Drill 22a.1 Multiple Substitution

Yoma cai dust darid ya qahve?

| | |
|---------------|-------------|
| Yekar | qænd |
| farsi | ærabi |
| færanse | inglisi |
| cai gærm | cai særd |
| fenjun | livan |
| medad | xodnevis |
| zærd | sæbz |
| havaye mærtub | havaye xošk |
| barun | barf |
| ruz | zæb |
| kartbazi | zætrænj |
| basketbal | voleybal |

Drill 22a.2 Free Conversation (Give cues listed above. S_1 forms the question sentence and S_2 answers freely.)

T. cai, qahve S_1 Yoma cai dust darid ya qahve?

S_2 cai dust daræm (or) qahve dust daræm.

Drill 22a.3 Free Conversation

1. Yoma cai ba qænd dust darid ya Yekar?
2. Yoma cai tu fenjun mixorid ya estekan*?
3. Yoma cai ba limu mixorid ya Sir?

Drill 22a.4. (cont'd)

4. Šoma cai ba yæx dust dærid ya cai gærm?
5. Šoma æz qæhve amrikai xošetun miad ya qæhveye tork?
6. Šoma cai Širin dust darid ya cai talx?
7. Šoma qæhve ba Šir mixorid ya bedune* Šir?
8. Šoma gušte gav* dust darid ya gušte gusfænd?
9. irania gušte gav mixorænd ya gušte gusfænd?
10. irania cai ba Šekær bištær mixorænd ya qænd?
11. irania cai ba yæx mixorænd ya cai gærm?
12. amrikaia cai ba qænd dust darænd ya Šekær?
13. amrikaia gušte gusfænd bištær mixorænd ya gušte gav?
14. irania æz cai Širin xošešen miad ya cai talx?

Drill 22a.5 Simple Substitution (Give infinitive as cue.)
mæn ino midunæm.

dorost mikon-

mixor-

mig-

mifæhm-

minevis- ✓

mipuš-

mibin-

mixun-

mixa-

Drill 22a.6 Simple Substitution (Repeat Drill 22a.7 once with /Mæhla/ as the subject, and once with /Šoma/ as the subject. Use the question form with the third repetition.)

Drill 22a.7 Simple Substitution

man in livano dust daræm. un livano dust nædaræm.

ketab

cai

mædrese

johær*

xodnevis

ketabxune

estekan

gæhve

hæva

gušt

fenjun

xune

kelas

danešga

Drill 22a.8 Simple Substitution

reza dæftæretuno mixad.

medad

ketab

mašin

livan

fenjun

gæc

johær

ketabe qermez

dæftære kucik

mašine xxrab

Drill 22a.8 (cont'd)

reza mašine xərabetuno mixad.

livane kucik

fenjune sefid

gəce zərd

johərə səbz

Drill 22a.9 Repeat Drill 22a.8 using the model sentence / reza dəftəramo mixad./

Drill 22a.10 Simple Substitution

in mesle un-e væli bozorgtər-e.

səxt

kucik

kohne

məşgel

kuta

seft

torş*

təlx

Şirin

koloft

kəsif

sie.

qerməz

Drill 22a.11 Repeat Drill 22a.10 using the model sentence / aż un bozorgtər mixam./

Drill 22a.12 Expansion

a. un ketab male ki-e/

un ketabe farsi male ki-e/un ketabe farsie sia male ki-e/

b. un ruzname ru miz-e.

un ruznameye inglisi ru miz-e.un ruznameye inglisie kohne ru miz-e.

c. un ketab mošgel-e.

un ketabe inglisi mošgel-e.un ketabe inglisie koloft mošgel-e.

d. un kaqæz xub-e.

un kaqæze almani xub-e.un kaqæze almanie sefid xub-e.

Drill 22a.13 Expansion

a. un ketabo mixam.

un ketabe farsiro mixam.un ketabe farsie siaro mixam.

b. un ruznamæro mixam.

un ruznameye farsiro mixam.un ruznameye farsie kohnæro mixam.

c. un kaqæzo nemibinæm.

un kaqæze almani nemibinæm.un kaqæze almanie sefid nemibinæm.

Drill 22a.13. (cont'd)

d. in dæftæro mixayd?

in dæftære farsiro mixayd?

in dæftære farsie kolofto mixayd?

LESSON 22

dialog b

jaleb

interesting

* * * *

dialog b

2. rást migid? xéyli jáleh-e.
1. bále. íno migand cai qand-pahlú.
2. xob, cai ba Šekár cetór?
1. cai ba Šekáro migand cai Širín.
2. xódetun kodùm yekíro dúst dàrid?
1. cai qand-pahlúro.

Drill 22b.1 Complex Substitution

- men bæraderetuno ba xodæm miaræm.

pedær

(u)

xahær

ketab

moællem

(ma)

ostad

dæftær

dust

(una)

dæbir

kaqæz

þægerd

(mæn)

bærader

johær

bæraderæ kucik

madær

xodnevis

(þoma)

madær bozorg

dustæ irani

dæftære sia

Drill 22b.2 Simple Substitution (Repeat this drill after Drill 22b.4.)
 man fesenjun mixoram.

cai

qæhve

polo

celo kæbab

xoreše bademjan

cai gærm

gušte gav

Drill 22b.3 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the following model sentence.)

man in fesenjuno mixoram.

Drill 22b.4 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the model sentence below.)

man fesenjunetuno mixoram.

Drill 22b.5 cænd væxt-e där iran hæstid/

in Ÿahr

tehran

yæzd

kerman

ræšt

Ÿahre ma

mazænderan

iran

in dæbirestan

dæbirestane ma

kešvære ma*

Drill 22b.6 Simple Substitution

cand væxt-e farsi yad migirid?

farsi mixunid

inglisi dars midid

dær iran zendegi mikonid

dær iran dars midid

dær in Ÿahr hæstid

moællem hæstid

qæzaye irani mixorid

inja zendegi mikonid

Drill 22b.7 Simple Substitution

do-ta ketab ru miz-e. kodum yeki male Ÿomast?

dæftær

medad

xodnevis

name

livan

fenjun

xodkar

Drill 22b.8 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S₁ do-ta ketab ru miz-e. kodum yeki male Ÿomast?

S₂ un yeki male mæn-e.

Drill 22b.9 Simple Substitution

mæn in livano dust daræm. Ÿoma kodum yekiro dust darid?

ketab

cai

Drill 22b.9 (cont'd)

mæn in cairo dust daræm. Ÿoma kodum yekiro dust darid?

mædrese

xodnevis

ketabxune

estekan

qæhvæ

fenjun

xune

kelas

danešga

dæftær

Ÿahr

xiaban

dæbirestan

Drill 22b.10 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S₁ mæn in ketabo dust daræm. Ÿoma kodum yekiro dust darid?

S₂ mæn un yekiro dust daræm.

Drill 22b.11 Expansion

a. in dæftær mesle un dæftær-e.

in dæftære kucik mesle un dæftære kucik-e.

in dæftære kuciko sefid mesle un dæftære kuciko sefid-e.

b. in dæftær mesle un dæftær-e.

in dæftære farsi mesle un dæftære farsi-e.

in dæftære farsi koloft mesle un dæftære farsi koloft-e.

Drill 22b.11 Expansion (cont'd)

c. un kaqæzo mixam.

un kaqæze sefido mixam.un kaqæze sefido xubo mixam.

d. un kaqæzo nemixam.

un kaqæze almaniro nemixam.un kaqæze almanie kohnaro nemixam.

e. un ketabo bær midaram.*

un ketabe germezo bær midaram.un ketabe farsie germezo bær midaram.

f. un medada kojast,

un medadaye zärd kojast,un medadaye almanie zärd kojast,

g. un romano mikunam.

un romane mošgelo mikunam.un romane rusie mošgelo mikunam.

SUPPLEMENTARY LESSON 17

1. lotfæn guš konid.
 - a. bebæxšid aqa, ſoma tond ra mirid, lotfæn kæmi yævaſtær ra berid.
 - b. bebæxšid aqa, ſoma tond hærf mizænid, lotfæn kæmi yævaſtær hærf bezænid.
 - c. bebæxšid aqa, ſoma tond mirunid, lotfæn kæmi yævaſtær berunid.
2. lotfæn tekral konid.
 - a. bebæxšid aqa, ſoma tond ra mirid, lotfæn kæmi yævaſtær ra berid.
 - b. bebæxšid aqa, ſoma tond hærf mizænid, lotfæn kæmi yævaſtær hærf bezænid.
 - c. bebæxšid aqa, ſoma tond mirunid, lotfæn kæmi yævaſtær berunid.
 - d. bebæxšid aqa, ſoma tond mixunid, lotfæn kæmi yævaſtær bexunid.
 - e. bebæxšid aqa, ſoma tond minevisid, lotfæn kæmi yævaſtær benevisid.
 - f. bebæxšid aqa, ſoma tond dærs midid, lotfæn kæmi yævaſtær dærs bedid.
3. Have the individual students follow the pattern. Give the following cues.

| | |
|---------------|---|
| T. hærf zædæn | S. bebæxšid aqa, ſoma tond hærf mizænid, lotfæn kæmi yævaſtær hærf bezænid. |
|---------------|---|

rundæn

ra raftæn

kundæn

dærs dadæn

neveſtæn

jævab dadæn

soal kærdæn

tekral kærdæn

Supplementary Lesson 17

4. Repeat the above drill substituting /bebəx̥id xənum/ for /bebəx̥id aqa/
 5. lotfən tekrar konid.

- a. Ÿoma ziad kar nemikonid, lotfən bištər kar konid.
- b. Ÿoma ziad dərs nemixunid, lotfən bištər dərs bexunid.
- c. Ÿoma ziad təmrin nemikonid, lotfən bištər təmrin konid.
- d. Ÿoma ziad soal nemikonid, lotfən bištər soal konid.
- e. Ÿoma ziad hərf nemizənid, lotfən bištər hərf bezənid.
- f. Ÿoma ziad xuneye ma nemiayd, lotfən bištər xuneye ma biayd.

6. Have the students follow the pattern. Give the following cues.

T. kar kərdən S. Ÿoma ziad kar nemikonid, lotfən bištər kar konid.

 dərs dadən
 təmrin kərdən
 soal kərdən
 hərf zədən
 aməzən (xuneye ma)
 rəftən ketabxune
 esterahət kərdən
 yad gereftən

LESSON 23

dialog a

1. aqaye jorj, ci mixunid/
ruzname

What are you reading, George?

newspaper

2. men ruzname mixunam.

I'm reading the newspaper.

1. ruznameye inglisiro?

The English newspaper?

2. næxeyr. ruznameye keyhano
mixunam.

No, I'm reading the Keyhan.

bæratun

bæraye ſoma

1. bæratun moſgel-e?

Is it hard for you?

xæſte mikon-

tire out, make tired

2. bæle. xeyli. meno xæſte mikone. Yes, very much so. It tires me
out.

* * * *

dialog a

1. aqaye jorj, ci mixunid/

2. men ruzname mixunam.

1. ruznameye inglisiro?

2. næxeyr. ruznameye keyhano mixunam.

1. bæratun moſgel-e?

2. bæle. xeyli. meno xæſte mikone.

Drill 23a.1 Simple Substitution

a. men ruzname mixunam.

ketab

mæjælle

roman

b. men in ruznamero mixunam.

ketab

mæjælle

roman

Drill 23a.2 Complex Substitution

men ruznameye inglisiro mixunam.

farsi

ketab

rusi

roman

færansævi

mæjælle

irani

ketab

almani

roman

inglisi

ruzname

amrikai

Drill 23a.3 Conversation (Repeat Drill 23a.2 in the following manner.)

T. farsi

S₁ kodum ruznamero mixunid?S₂ ruznameye farsiro mixunam.

Drill 23a.4 Transformation (Change the indefinite to the definite.)

T. men cai dust daram. S. men in cairo dust daram.

men havaye mærtub dust daram.

men Ÿæba ketab mixunæm.

men Ÿæba ruzname mixunæm.

men qæhve mixam.

Ÿoma cai dust darid?

Ÿoma roman mixunid.

mæhmud medad nemixad.

Drill 23a.5 Transformation (Repeat the above drill using /-eš/ in the following sentence type. Repeat all the sentences in this manner and have the students transform them into the definite.)

T. men cai dust daram. S. men caišo dust daram.

men havaye mærtub dust daram. men havaye mærtubešo dust daram.

Drill 23a.6 Simple Substitution

men tehrano dust daram.

iran

nyo york

vašængton

yæzd

Ÿiraz

mazænderan

kerman

rašt

italya

mæšhæd

tæbriz

Drill 23a.6 (cont'd)

mæn tæbrizo dust daram.

færانه

شومال ایران

اصفهان

آذربایجان

کالیفرنیا

جنوب ایران

رزایه

Drill 23a.7 Simple Substitution (Use cues from Drill 23a.6 above.)

mæn tehrano mišenassæm.

Drill 23a.8 Simple Substitution (Use cues from Drill 23a.6 above.)

mæn hævaye tehrano dust daram.

Drill 23a.9 Imitation. (Explain that the following pairs have the same meaning.)

bæratun

bæraye ſoma

batun

ba ſoma

betun

be ſoma

bæratun mošgel-e?

baš hærf mizænid?

bæram mošgel-e.

betun migæm.

bamun mirid?

bærašun mošgel-e.

beš migæm.

bam hærf mizænid?

Drill 23a.10 Transformation (Have the students change the short forms to long forms and the long forms to short forms.)

1. in ketab bəraye ſoma moſgel-e?
2. jəmſid bamun hərf nemizəne.
3. mən be ſoma migəm.
4. in bəram asun-e.
5. mən batun nemirəm.

Drill 23a.11 Simple Substitution

a. məno xəste mikone.

ſoma

jəmſid

ma

iſun

fereydun

una

b. məno xəste mikone.

narahət

qəmgin

xoſhal

bidar

fəqir

Drill 23a.12 Multiple Substitution

məno xəste mikone.

ſoma fəqir

jəmſid xoſhal

ma bidar

Drill 23a.12 (cont'd)

varo. bidar mikone.

una qæmgin

men xošhal

išun narahzat

fereydun xæste

Drill 23a.13 Simple Substitution

ye sal-e dær iran hæstæm.

ruz*

mah*

saæt

hæfte

Drill 23a.14 Complex Substitution

ye sal-e dær iran zendegi mikone.

do

mah

tehran

dærs midæm.

sal

pænj

kerman

hæfte

hæstæm.

ruz

se

širaz

Drill 23a.14 (cont'd)

se ruz-e där Širaz hæstam.

zendegi mikonæm.

mah

haft

daers midæm.

in dæbirestan

sal

daers mixunæm.

ye

mah

Drill 23a.15 Expansion

a. un dæftær male mæn nist.

un dæftære farsi male mæn nist.un dæftære farsie koloft male mæn nist.un dæftære farsie kolofto sia male mæn nist.

b. un mašin male ki-e/

un mašine amrikai male ki-e/un mašine amrikaie bozorg male ki-e/un mašine amrikaie bozorgo gerun* male ki-e/

c. in parce* cænd-e/

in parceye italyai cænd-e/in parceye italyaie koloft cænd-e/in parceye italyaie kolofto xub cænd-e/

Drill 23a.15 (cont'd)

d. in kola* xeyli qæšæng-e.

in kolaye rusi xeyli qæšæng-e.

in kolaye rusie gerd* xeyli qæšæng-e.

in kolaye rusie gerdo sia xeyli qæšæng-e.

e. un ketabo mibinid?

un ketabe inglisiro mibinid?

un ketabe inglisie kolofto mibinid?

un ketabe inglisie kolofto sætzo mibinid?

f. in parcaro nemixam.

in parceye inglisiro nemixam.

in parceye inglisie xarabo nemixam.

in parceye inglisie xarabo kohnero nemixam.

LESSON 23

dialog b

komæk mikon-

to help

1. þæs man be ſoma komæk mikonæm. Then I'll help you.

2. mersi, aqa. kar nædarid? Thank you. Don't you have anything to do?

otaq

room

bær migærð-

return, come back

1. næxeyr. in ketabaro mizaræm tu otaqæmo bær migærðæm. No. I'll put these books in my room and come back.

2. xeyli xob, mersi. Fine, thanks.

gesmet

section, part

1. kodum gesmæteſo mixunid? Which part are you reading?

ælan

right now

sæfe

page

2. ælan sæfeye ævvalo mixunæm. Right now I'm reading the first page.

1. un gesmæteſ xeyli moſgel-e. That part is very difficult.

* * * *

dialog b

1. þæs man be ſoma komæk mikonæm.

2. mérſi, aqá. kár nædarid?

1. næxeyr. in ketabáro mizaræm tu otáqæmo bér migærðæm.

2. xéyli xob, mersi.

1. kodum gesmæteſo mixunid?

2. ælán sæfeye ævvalo mixunæm.

1. un gesmæteſ xéyli moſgel-e.

Drill 23b.1 Complex Substitution

in ketabaro mizaram tu otaqem.

dæftær

mašin

xune

kaqaz

ketab

otaq

ruzname

mænzel

ketab

medad

mašin

kef's

xune

pirahæn

otaq

Drill 23b.2 Simple Substitution

in ketabaro mizarem tu otaqemo bær migardæm.

miram bazar.

be Ÿoma komæk mikonæm.

qæzaye irani dorost mikonæm.

miam injæ.

beratun avaz mixunæm.

ye name minevisæm.

ruzname mixunæm.

Ÿam mixoræm.

Drill 23b.2 (cont'd)

in ketabaro mizarəm tu otaqəmo Əam mixorəm.
 batun hərf mizənəm.
 ye fenjun cai mixorəm.
 be jəmşid komək mikonəm.
 mirəm səre kelas.
 be jəmşid telefon mikonəm.

Drill 23b.3 Simple Substitution

in ketabaro mizarəm tu otaqəmo, bər migərdəm.
 in cairo mixorəm
 in ketabo təməm mikonəm*
 in ketabo mizarəm ru miz
 in qəhvəro mizarəm tu aşpəzxune*
 ye ruzname mixərəm
 in dəftəraro mizarəm tu maşin
 be dustəm telefon mikonəm
 mirəm səre kelas

Drill 23b.4 Simple Substitution

mən un medədarə mibinəm.

dəftər

maşin

livan

fenjun

ketab

gəc

Əagerd

kənəz

estekan

Drill 23b.4 (cont'd)

man ur estekanaro mibinam.

ostad

ketabe qermez

daftare kucik

mašine xərab

livane kucik

fenjune sefid

qəce-zərd

Drill 23b.5 Conversation (Follow the following pattern.. Give singular cues.)

T. daftær S_1 un daftəraro mibiniid? S_2 bəle. S_1 male ki-e? S_2 nemidunam.

ketab

medad

kaqəz

xodnevis

pirahən

kaef's

mašin

nəvar*

Drill 23b.6 Simple Substitution

səfəye xəvəlo mixunam.

dovvom

carom

nohom

həftom

sevvom

Drill 23b.6 (cont'd)

sæfeyé sevvomo mixunam.

dæhom

panjom

bistom

yazdæhom

hæstom

axari*

šišom

punzdæhom

Drill 23b.7 Simple Substitution

a. kodum gesmetešo mixunid?

ketab

ruzname

roman

safe

b. kodum bəradərəš dər amrika zendegi mikone? (Repeat using /-etun/.)

xahər

pesər

dust

Drill 23b.8 Complex Substitution

in ketabəm xub-e.

(-etun)

un

(-eš)

(-əm)

in

(-ešun)

Drill 23b.8 (cont'd)

in ketabešun xub-e.

kodum

(-etun)

(-æm)

(-emun)

in

(-ešun)

un

kodum

Drill 23b.9 Transformation (Long forms of prepositional phrases should be changed to short forms. Change /jæmšid/ to the pro-nominal /-eš/ as in /ba jæmšid/ --- /baš/.)

T. ba ſoma hærf nemizænæm.

S. batun hærf nemizænæm.

bæraye mæn asun-e.

be jæmšid komæk mikonæm.

jæmšido be ſoma moærefi mikonæm.*

bæraye ſoma qæzaye irani dorost mikonæm.

ba ma hærf bezænid.

farsi bæraye jæmšid mošgel nist.

cera be mæn nemigid/

be ſoma nega mikonænd.

bæraye una tærjome mikonæm.*

ba ſoma miræm bazar.

ſomaro be jæmšid moærefi mikonæm.

Drill 23b.10 Conversation

T. *ketab, mošgel**S₁ men katab mixam.**S₂ befærmaid.**S₁ æz in mošgeltær mixam.**S₂ æz in mošgeltær nædarim.**kaqaz, koloft**qali, kohne**livan, bozorg**johær, sia**parce, qermez**pirahen, qæsæng**bæqlava*, Ÿirin**seæt, ærzun**fenjun, gerun**medad, kuta*Drill 23b.11 Conversation (*S₁* has free choice of response but his question must include the cue.)T. *farsi**S₁ men farsi mixunæm.**S₂ cænd væxt-e farsi mixunid?**S₁ do mah-e farsi mixunæm.**inglisi**kerman zendegi mikonæm.**dæbirestan**iran**ßeahre ma**dæbirestane ma*

Drill 23b.11 (cont'd)

T. mællem

in Ÿahr

kesvære ma

mazænderan

dærs mid-

Drill 23b.12 Expansion

a. un ketab-e.

un ketabe jæmšid-e.un ketabe germeze jæmšid-e.un ketabe germezo bozorge jæmšid-e.

b. un mašin-e.

un mašine fereydun-e.un mašine kucike fereydun-e.un mašine kuciko sefide fereydun-e.

c. in ruznamest.

in ruznameye mæn-e.in ruznameye inglisie mæn-e.in ruznameye inglisie kohneye mæn-e.

d. un ketabo mixam.

un ketabe mæhmudo mixam.un ketabe farsie mæhmudo mixam.un ketabe farsie mošgele mæhmudo mixam.un ketabe farsi mošgele mæhmudo fereyduno mixam.

Drill 23b.12 (cont'd)

e. un ketabo bær darid.

un ketabe rezaro bær darid.

un ketabe farsie rezaro bær darid.

un ketabe farsie kohneye rezaro bær darid.

un ketabe farsie kohneye rezavo darac bær darid.

SUPPLEMENTARY LESSON 18

1. lotfæn guš konid. (Demonstrate the actions.)

mæn dære kelasø baz mikonæm. mæn dære kelasø mibændam.

2. lotfæn tekurar konid.

mæn dære kelasø baz mikonæm.
mæn dære kelasø mibændam.
mæn pænjere kelasø baz mikonæm.
mæn pænjere kelasø mibændam.
mæn ketabe farsiro baz mikonæm.
mæn ketabe farsiro mibændam.

3. lotfæn guš konid. (Demonstrate the actions.)

mæn ketabe farsiro ruye Miz mizaram.
tæn ketabe farsiro æz ruye Miz bær midaram.

4. lotfæn tekurar konid.

mæn ketabe farsiro ruye Miz mizaram.
mæn ketabe farsiro æz ruye Miz bær midaram.
mæn næxseye irano ruye divar mizaram.
mæn næxseye irano æz ruye Miz bær midaram.
mæn ta stepakkono ruye sandæli mizaram.
mæn taxtepakkono æz ruye sandæli bær midaram.
mæn gæco æz ruye Miz bær midaram.

5. lotfæn guš konid. (Demonstrate the actions.)

mæn sandæliro miaram inja.
mæn sandæliro mibæram unja.

6. lotfæn tekurar konid.

mæn sandæliro miaram inja.
mæn sandæliro mibæram unja.

mæn ketabamo miaram madrese.
mæn ketabamo mibæram madrese.

mæn bæradæramo miaram sinema.
mæn bæradæramo mibæram sinema.

7. Have the students substitute jamšid for mæn in number 2, šoma for mæn in number 4 and išun for mæn in number 6. e.g.,

T. mæn dære kelasø baz mikonæm.
S. jamšid dære kelasø baz mikone.

Supplementary Lesson 18

7. (cont'd)

T. mæn ketabe farsiro ruye Miz mizaræm.
 S. Yoma ketabe farsiro ruye Miz mizarid.

 T. mæn sændæliro miaræm injæ.
 S. iſun sændæliro miarænd injæ.

8. Have individual students combine the statements and requests as follows.

T. mæn dære kelasø baz mikonæm.
 S. mæn dære kelasø baz mikonæm, Yoma, ham lotfæn dære kelasø baz konid.

 1. mæn dære kelasø baz mikonæm.
 2. mæn dære kelasø mibandæm.
 3. mæn ketabe farsiro ruye Miz mizaræm.
 4. mæn ketabe farsiro æz ruye Miz bær midaram.
 5. mæn sændæliro miaræm injæ.
 6. mæn sændæliro mibaram unja.

9. Have individual students use the following verbs in sentences, either statements or requests. Give the infinitive and the direct object as cues. e.g.,

baz kærdæn, dære kelas

bæstæn, pænjæreha

gozaſtæn, tæxtepakkon

bærdaſtæn, xodnevvisa

aværdæn, ketaba

bordæn, pula

LESSON 24

Grammar1. Phonology

Note the following sentences.

1. Šoma cai ba qād dust darid ya Šekār.
2. Šoma qānginid ya xošīl.
3. Šom xāsteid ya nā.

The intonation of the above sentences through the verb is that of a question; the /ya -----/ phrase takes statement intonation. There is, however, no pause between these two intonations. This new intonation pattern is therefore a combination of two intonations already learned but must be considered as one intonation. You will also notice that there are two sentence stresses on this type of sentence.

2. Reflexives

There are two major uses of the inflected forms of /xod-/ in Persian.

1. Emphasis that the speaker is doing something himself (not anyone else).

/mān xodām qāza dorost mikonām/ "I fix dinner myself".

/jāmšid xodeš qāza dorost mikone/ "Jamshid is fixing dinner himself."

2. If the subject of the sentence and the object of any preposition are the same, the object of the preposition is /xod-/ in the corresponding person. For example,

/mān aqaye Širaziro ba xodām miarām./ "I'll bring Mr. Shirazi with me."

It would be impossible to say /*mān aqaye Širaziro ba mān miarām./ For this reason, Iranians often translate this type of concord into English as "I'll bring him with myself tomorrow" instead of the correct form "I'll bring him with me tomorrow."

If the subject of the sentence and the object of the preposition are different, the usual pronoun is used instead of /xod-/.

/jāmšid ba xodeš hārf mizāne./ "Jamshid is talking to himself".

/jāmšid baš hārf mizāne./ "Jamshid is talking to him (someone else)."

3. Prepositional Phrases Containing Pronouns

Certain prepositional phrases consisting of a preposition and a personal pronoun have long and short forms. The long form consists of the preposition plus the subject pronoun.

bæraye mæn

be ſoma

be u

The short form consists of the preposition plus the personal possessive form of the pronoun. The phonological forms of the pronoun follow the same rules as for pronouns attached to nouns. Note the analogous changes:

| | |
|----------------------------|------------------------|
| paye mæn "my foot" | pam "my foot" |
| ketabaye mæn "my books" | ketabam "my books" |
| paye ſoma | patun "your foot" |
| ketabaye ſoma "your books" | ketabatun "your books" |
| ba mæn "with me" | bam "with me" |
| ba ſoma "with you" | batun "with you" |
| be una "to them" | beſun "to them" |
| bæraye u "for him" | bæraš "for him" |

Note that the short form of /bæraye/ is /bæra-/. This case is similar to /sinemaye mæn/ changing to /sinemam/.

4. Direct Object Marker

Direct objects of Persian verbs are of two kinds, definite and indefinite. These two grammatical categories are not always distinguished formally in Persian, but modifiers such as /in/, /un/, /kodum/ or personal possessive inflections always mark the definite noun. The direct object marker occurs only with definite direct objects.

Examples of the occurrence of the direct object marker are:

1. in ketabo mibinam. "I see this book."
2. kodum ketabo mibinid? "Which book do you see?"
3. ketabetuno mibinam. "I see your book."

4. ketab mibinam. "I see a book".

5. ketabo mibinam. "I see the book".

Note that the direct object marker /-ro/ in number 5 has the secondary purpose of distinguishing the object as being definite. Note also that while the English definite and indefinite is always marked formally (by "a" and "the") the Persian equivalent does not always have a formal marker.

Noun elements of compoundverbs or nouns that take their place (c.f. Chapter 15, Part 4.) when used in sentences denoting habitual action do not take the direct object marker. The English equivalents, however, often do take the definite article.

ketab mixunam. I read (in general)

ketabo mixunam. I read the book.

men har ſæb ruzname mixunam. I read the newspaper every night.

in ruznamero mixunam. I'm reading this newspaper.

The direct object marker /-ro/ is suffixed to nouns or noun phrases.

un ketabo mibinam. un ketabe farsie sefido mibinam.

un cairo mixam. un cai ba qændo mixam.

You will notice that the phonemic shape of this suffix is /-o/ after consonants and /-ro/ after vowels. The usual change of final /e/ to /æ/ upon suffixation holds true for this suffix also.

mædrese plus ro is mædresro.

5. Phonemic Alteration of Verb Inflections

Verbs stems that end in consonants are inflected in the following manner.

men mibinam
ʃoma mibinid
ma mibinim
iʃun (una) mibinand
u mibine

Verb stems that end in vowels are inflected in the following manner.

men mixam
ʃoma mixayd
ma mixaym
iʃun (una) mixand
u mixad

6. Contrastive Notes

Two classes of modifiers that precede the noun in English are 1) this, that, which and 2) my, your, his, etc. In English these two classes are mutually exclusive in occurrence. In Persian, however, there is no such restriction of occurrence of the Persian equivalents. Both types of modifier can modify one noun at the same time.

| | |
|-------------------|--|
| in qesmāteš | "this section of it" |
| in ketabam | "these books of mine" |
| kodum beradāretun | "which brother of yours" or "which of your brothers" |

Because this restriction does not occur in Persian, an Iranian learner of English will transfer his pattern into English, as in the following phrases:

this my book

which your brother

LESSON 25

dialog a

dišab

last night

raeft-

went (past root of mir-)

1. dišab koja ræftid?

Where did you go last night?

2. ba beradaram ræftam sinema.

I went to the movie with my brother.

ce filmi

what movie

did-

saw (past root of mibin-)

1. ce filmi didid?

What movie did you see?

federa

"Phaedra"

2. filme federaro didim.

We saw the movie "Phaedra".

* * * *

dialog a

1. dišab kojá ræftid?

2. ba beradáram ræftam sinemá.

1. cé filmi dídid?

2. filme federáro didim.

Drill 25a.1 Simple Substitution

dišab ræftid sinema?

danešga

xune

dærse inglisi

astin

mænzele jæmšid

teatr*

tehran

Drill 25a.2 Simple Substitution (Repeat Drill 25a.1 using the model sentence /bæle. dišab ræftæm sinema./)

Drill 25a.3 Simple Substitution (Repeat cues listed in Drill 25a.1 using the model sentence /næxeyr. dišab næraeftæm sinema./)

Drill 25a.4 Conversation (Use the above drills to form a conversation practice, following the format below.)

T. sinema

S₁ dišab ræftid sinema?S₂ bæle. dišab ræftæm sinema. (or) næxeyr. dišab næraeftæm sinema.

Drill 25a.5 Forced Substitution

Šambe rezaro didid?

fereydun

aqaye Širazi

un film

ferešte

Šagerda

ketab

xanume tehrani

dustetun

mašine aли

Drill 25a.6 Repeat the above exercise 25a.5 in the same way as Drills 25a.2 through 25a.4. Use the following models:

- a. bæle. Șambe rezaro didam.
- b. næxeyr. Șambe rezaro nədidam.
- c. T. reza.

S₁ Șambe rezaro didid?

S₂ bæle. Șambe rezaro didam. (or) næxeyr. Șambe rezaro nədidam.

Drill 25a.7 Simple Substitution

Şoma aqaye nežado didid?

dæbirestane əlborz

danešgaye tehran

xanume kazemian

dæbestane pars

danešgaye Șiraz

aqaye fiuzat

bimarestan

jəmšid

sinemaye empayr

xiabane təxte jəmšid

xuneye fereydun

ketabe məhmud

dæbirestane mehr

mašine mən

jəmšido bəradərəş

ketabaye səid

mədresəmən

Drill 25a.7 (cont'd)

Şoma medresəmənə didid?

ketab

medad

daftər

maçlumatın

maçluməmən

maçluməşün

maçluməş

maçluməş

ketabası

bəradərəş

bəradərəm

bəradərəmən

Drill 25a.8 Multiple Substitution

ba bəradərəm rəftəm sinəma.

dust daneşga

xahər xuneye fərəşte

maçlum konferans*

Şagerda kelube inglisi*

düste hoseyn teatr

rəfiqəm* sinəma

pedəretun xuneye aqayə Şirazi

Drill 25a.9 Conversation (Explain the use of /čis/ while hesitating.)

T. sinəməyə empayr S. ₁ dişəb koja rəftid?

S. ₂ dişəb rəftəm ciz.....sinəməyə empayr.

Q

Drill 24a.9 (cont'd)

T. filme federa

ye filme hendi

xuneye æhmæd

kelase farsi

danešgaye tehran

kelube inglisi

ketabxune

Yemrun

Drill 25a.10 Simple Substitution

film cetor bud*?

kelas

dærse farsi

ketabe moællemetun

xiabane ferdowsi

danešga

moællemetun

farsiš

Drill 25a.11 Simple Substitution (Repeat the above cues for the model sentence /film xeyli xub bud./)

Drill 25a.12 Conversation (Use cues from Drill 25a.10.)

T. film S₁ film cetor bud? S₂ film xeyli xub bud.

Drill 25a.13 Forced Substitution

ba dustæm ræftæm sinema.

(Yoma)

(men) 289

Drill 25a.13 (cont'd)

ba dустам ræftам sinema.

(Yoma)

(ma)

(Yoma)

(men)

(ma)

Drill 25a.14 Repeat Drill 25a.13 in the negative.

Drill 25a.15 Forced Substitution

ce filmi didid?

katab

doktor

æks*

kæs*

mašin

moællem

mædrese

Yahr

ostad

dæbirestan

ja*

æyyalæt*

Drill 25a.16 Free Conversation (Although the final response is free, the conversation should follow the format below.)

S₁ aqaye (xanume) -----, dišəb koja ræftid?S₂ bælē? ci goftid?*S₁ goftam dišəb koja ræftid.S₂ dišəb ræftam -----.

Drill 25a.17 Transformation

| | |
|--------------------------------------|---------------------------|
| T. diruz* jämšido didæm. | S. färda jämšido mibinæm. |
| färda koja mirid/ | diruz koja ræftid/ |
| diruz be jämšid ci goftid/ | |
| diruz ce filmi didid/ | |
| färda mirid danešga | |
| diruz moællemetun koja ræft/ | |
| färda pedæro madæretun mirænd ſiraz. | |

LESSON 25

dialog b

xošetun amæd

you liked

(amæd

came [past root of miad])

1. federá cetor bud? xošetun amæd? How was "Phaedra"? Did you like it?

hænuz

yet

2. bæle. xeyli xošemun amæd. xodetun Yes, I liked it very much. Haven't
hænuz næraftid? you gone yourself?

pærišæb

night before last

1. céra. pærišæb ræftæm. men hæm Sure I did. I went night before
xošem amæd. last. I liked it too.

* * * *

dialog b

1. federá cetor bud? xošetun amæd?
2. bæle. xeyli xošemun amæd. xodetun hænuz næraftid?
1. céra: pærišæb ræftæm. men hæm xošem amæd.

Drill 25b.1 Review

a. Simple Substitution

federa cotor bud?

film

dærsetun

dustetun

haleš

hale pedæretun

xuneye ahmed

un danešga

dæbirestane mehr

mašine aeli

farsie jorj

b. federa xub bud. (Substitute the cues listed in a.)

c. T. federa S_1 federa cotor bud/ S_2 federa xub bud.

Drill 25b.2 Simple Substitution

az federa xošam amed.

ketabetun

un film

farsie jorj

xuneye reza

un aheng

un Xahr

Somale iran

dærse diruz

un kfefs

esfahan

mædresætun

Drill 25b.3 Simple Substitution (Repeat Drill 25b.2 using the model sentence /æz federa xošemun nayoræd/)

Drill 25b.4 Simple Substitution (Vocabulary)

a. dišæb ræftæm xuneye ali.

pæriruz*

diruz sob*

pæriruz sob*

pærishæb

b. færda miræm xuneye ali

færda hæb

færda sob*

pæsfærda*

pæsfærda hæb*

pæsfærda sob*

Drill 25b.5 Forced Substitution

dišæb ræftæm xuneye ali.

diruz

færda

færda sob

pæriruz sob

diruz sob

pæsfærda hæb

pærishæb

pæsfærda

pæsfærda sob

pæriruz

Drill 25b.6 Transformation

a. (Use the following transformations in changing the sentences.

diruz ----- færda

dišab ----- færdi šab

diruz sob ----- færda sob

pæriruz ----- pæsfærda

pæriruz sob ----- pæsfærda sob

pærishab ----- pæsfærda šab

Drill these as an exercise in itself before going on to changing sentences.)

b. T. ma dišab ræftim cinema. S. ma færda šab mirim cinema.

jæmšid diruz ræft tehran

mæno šoma pæriruz ræftim šemrun.

išun pæriruz sob amædænd inja.

šoma pærishab amædæd inja?

pedæro madæræm diruz sob ræftænd širaz.

Drill 25b.7 Complex Substitution

men se ruze piš* ræftæm.

šiš

mah

ye

sal

dæh

do

mah

hæfte

se

Drill 25b.7 (cont'd)

mæn se hæfteye piš ræftæm.

dæqiqe*

car

pænj

saæt

dæh

bist

dæqiqe

saæt

ruz

hæfte

mah

sal

Drill 25b.8 Complex Substitution (Use the cues listed in Drill 25b.7 as substitutions for the model sentence /mæn se ruze dige mirem./)

Drill 25b.9 Combination Drill (Multiple Forced Substitution)

jæmhid do ruze dige mire tehran.

fereydun

car

mæshæd

piš

pænj

mah

ye

mæn

Drill 25b.9 (cont'd)

men ye mahe piš ræftæm næshæd.

emrika

dige

sal

mano Ÿoma

Siraz

hæfte

se

piš

išun

do

Somale iran

dige

dustæm

miad

inja

dustam

ye

ruz

sare kelas

piš

dæqiqe

men

Ÿoma

sare kar

Drill 25b.9 (cont'd)

Šoma ye dæqiqeyc piš amedid sare kar.

hæfte

dige

mire

man

saat

sinoma

Drill 25b.10 Cued Conversation

T. bæradær, ferešte, naser

S₁ bæradære ferestaro nædidiid?

S₂ kodum bæradærešo migid?

S₁ bæradære kucikešo migem.

Cues:

S₂ næ. man nasero didæm.

bæradær, mæhmud, aeli

xahær, Žila, pærvin

pesær, aqaye Širazi, jæmšid

bæradær, xanume jævadi, xosro

doxtær, xanume jævadi, færiba

pesær, aqaye jævadi, fereydu

Drill 25b.11 Complex Substitution (Do not drill any cues that are not listed.)

man goftæm.

Šoma ræft- (aff) (pres)
 ma goft- (neg) (past)
 išun amed-
 una did-

SUPPLEMENTARY LESSON 19

1. lotfæn guš konid.

mæn daræm farsi dærs midæm.

Šoma darid farsi yad migirid.

mæn daræm hærf mizænem.

Šoma darid guš mikonid.

2. lotfæn tekurar konid.

mæn hala daræm farsi yad migiræm.

ma hala darim farsi yad migirim.

Šoma hala darid farsi dærs midid.

Šoma hala darid farsi hærf mizænid.

ma hala darim dærs mikunim.

Šoma hala darid dærs midid.

3. lotfæn jævab bedid. (Have individual students answer the questions using the following cues.)

Šoma hala darid cekar mikonid?

1. dærs xundæn

2. yad gereftæn

3. jævab dadæn

4. nega kærdæn

5. guš kærdæn

6. tekurar kærdæn

7. kar kærdæn

8. nevestæn

4. Have each student ask the question using the following cues. e.g.,

T. dærs dadæn S. Šoma hala darid dærs midid?

T. bæle. mæn hala daræm dærs midæm.

Supplementary Lesson 19

4. (cont'd)

T. hærf zædæn

kar kærdæn

nega kærdæn

jævab dadæn

dærs dadæn

yad gereftæn

tæmrin kærdæn

5. Substitution Practice

Šoma hala darid farsi hærf mizænid.

mæn

yad gereftæn

reza

xahæram

inglisi

una

hærf zædæn

farsi

ma

išun

dærs dadæn

xundæn

name

neveštæn

Supplementary Lesson 19

6. Have the students change the tense to present progressive. e.g.,

T. man dær̄s mixunəmo kar mikonəm. S. man darəm dær̄s mixunəmo kar mikonəm.

(Explain to the students that only the first verb is used to form the progressive form for the whole sentence.)

T. pedərəm ruzname mixunevo ſam mixore.

bæradaerəm dær̄ amrika dær̄s mixunevo kar mikone.

mən sobhane mixorəmo be radio guš mikonəm.

reza dær̄ restorane danešga kar mikonevo pul jəm mikone.

aqaye možllem esterahət mikonevo sigar mikeše.

xanume esmit ra mirevo bæstəni mixore.

düstəm ketab mixunevo fek(r) mikone.

Šoma fek(r) mikonido hərf mizənid.

LESSON 26

dialog a

1. diruz sare kelas dir amædid?

Did you come to class late yesterday?

bolænd ʃod-

got up (bolænd miš- pres.)

2. bæle. dir bolænd ʃodæm.

Yes, I got up late.

mæge

function word used in answer to a statement that the speaker considers doubtful. Can be roughly as "You mean..." or "You don't mean that..."

xarab

broken

1. mæge saætetun xarab bud?

You mean your watch was broken?

bidar ʃod-

woke up

2. næ xæste budæmo bidar næʃodæm.

No, I was tired and didn't wake up.

* * * *

dialog a1. diruz sare kelas dír amædid?2. bæle. dír bolænd ʃodæm.1. mæge saætetun xarab bud?2. næ, xæste budæmo bidar næʃodæm.

Drill 26a.1 Forced Substitution

jämšid koja bud?

šoma

fereste

män

šoma

ma

bäradäretun

pedäro madäretun

mäno šoma

män

i šun

duste šoma

šoma

ma

mavo šoma

šomavo bärädäretun

Drill 26a.2 Repeat Drill 26a.1 using the model sentence /jämšid säre kelas bud./

Drill 26a.3 Repeat the above two drills as a Conversation Drill using the following format.

T. jämšid S₁ jämšid koja bud?

S₂ jämšid säre kelas bud.

Drill 26a.4 Forced Substitution

mäge saetetun xerab bud.

mašin

xodnevis

Drill 26a.4 (cont'd)

mæge xodnevisetun xarab bud?

ceraq*

sævari

xodkar*

ojaq*

taksi

telefcn

Drill 26a.5 Forced Substitution (Use the cues in 26a.4 with the model sentence below.)

næxeyr. sætarn xarab næbud.

Drill 26a.6 Complex Substitution

diruz sære kelas dir amædid.

kar

zud

(ræftæn)

periruz

sære væxt*

(amædæn)

parisæb

kelas

zud

(neg)

diseab

emtehan*

dir

(aff)

(ræftæn)

Drill 26a.6 (cont'd)

dišab sare emtehan dir. ræftid.

diruz sob

zud

(question)

kelas

Drill 26a.7 Simple Substitution (Repeat in present tense with /emruz/.)

mæn dišab bidar Ÿodæm.

bolænd

narahæt

xæste

pa*

xošhal

bidar

meriz*

Drill 26a.8 Forced Substitution (Repeat Drill 26a.9 alternating affirmative and negative.)

Drill 26a.9 Transformation (Students should change the following sentences to negative equivalents.)

T. mæn xuneye æhmæd budæm.

dišab ræftim sinema.

diruz Ÿomaro didæm.

hæfteye piš ræftim tehran.

mæn ba bæradæretun ræftæm ketabxune.

reza amæd injæ.

ketabetuno tuye kelase farsi didæm.

xahzære kucikæm dær madrese bud.

mæn dir bolænd Ÿodæm.

S. mæn xuneye æhmæd næbudæm.

Drill 26a.9 (cont'd)

T. saætæm xærab bud. S. saætæm xærab næbud.
 moælleme farsimun emruz dir amad.
 Šoma dišab xæste budid?

Drill 26a.10 Transformation (Change negative statements to affirmative, and vice versa.)

T. men næraftæm sinema. S. men ræftæm sinema.
 saæte pedæræm xærab bud. saæte pedæræm xærab næbud.
 men ye hæfeye piš raftæm kalifornia.
 diruz Šomaro nædidæm.
 jamšid dišab dar xuneye Šoma næbud?
 rezavo æli ræftænd xuneye bæradærešun.
 Šoma farsi hærf mizanid?
 mæhmudsætte ſiš bolænd næšod.
 men æz tehran amedæm.
 duste Šomavo æli pa Šod?
 do-ta æz Šagerdæm sære kelas næhudænd.
 lotfan fatsi hærf bezænid.

Drill 26a.11 Transformation (Change present tense to past tense.)

T. men emšab miam xuneye Šoma. S. men dišab amedæm xuneye Šoma.
 mašinæm xærab-e.
 cera nemirid danešga?
 otobus saæt cænd miad?
 men ketabetuno nemibinæm.
 xunastun kojast?
 men saæt pænj bidar mišæm.

Drill 26a.11 (cont'd)

T. koja mirid?

S. koja ræftid?

Soma ba ma nemiyad?

Soma moælleme dæbestan hæstid?

emruz bæradaæromo mibinid?

ræfiqe hoseyn mire iran.

xunæm ruberuye æædresæst.

Drill 26a.12 Complex Substitution

gorosnætun bud?

(u)

teæne

(statement)

(ma)

(neg)

(Soma)

(question)

særd

æerm

(men)

(aff)

bist sal

(past)

hivdæ* sal

(u)

(jæmæsid)

(neg)

Drill 26a.12 (cont'd)

jāmšid hivdæ saleš næbud.

(ma)

(aff)

(šoma)

(question)

Drill 26a.13 Transformation (Change the following sentences from /piš/ and the corresponding past tense to /dige/ and the corresponding present (future) and vice versa.)

T. ma ye hæfteye dige mirim kerman. S. ma ye hæfteye piš ræftim kerman.

men do mahe dige miræm mosaferæt.*

jāmšid ye sale piš ræft amrika.

šoma do sale dige mirid amrika?

do sale dige jāmšido mibinæm.

car ruze piš dær tehran budæm.

ye hæfteye piš un filmo didæm.

væzire færhæng ye mahe dige miand injæ.

ye saæte dige miræm sære kelas.

Drill 26a.14 Complex Substitution

men dir bolænd šodæm.

jāmšid

zud

bidar

(neg)

(pres)

šoma

Drill 26a.14 (cont'd)

šoma zud bidar nemišid.

(aff)

dir

bolzend

(question)

pederam

(past)

ma

(statement)

pa

(neg)

zud

xæste

išun

(aff)

(pres)

narahæt

šoma

(neg)

mæriz

amrikaia

(aff)

narahæt

(past)

bidar

dir

309

Drill 26a.14 (cont'd)

amrikaia dir bidar ~~Sodænd~~.

meno ~~Soma~~

(question)

boland

bæradaeratun

(statement)

LESSON 26

dialog b

belæxere

at last, finally

1. belæxere saæt cænd bolænd ſodid? What time did you finally get up?

2. saæt yazdæ. Eleven o'clock.

bææd

after(wards)

kar kærd-

past tense of kar mikon-

1. bææd cekar kærdid? What did you do afterwards?

lebas pušid-

past tense of lebas mipoš-

2. bææd lebas pušidæmo ræftæm sære kelas. Afterwards I got dressed and want to class.

* * *

dialog b

1. belæxeré saæt cænd bolænd ſodid?

2. saæt yazdæ.

1. bææd cekár kærdid?

2. bææd lebás pušidæmo ræftæm sære kelás.

Drill 26b.1. Simple Substitution

a. man unja kar kærdæm.

tæhsil

esterahæt

hæmmam

mosaferæt

soal

dir

b. man xeyli kar kærdæm.

talæfroz

esterahæt

tekrap

komæk

mosaferæt

taærof

guš

Drill 26b.2 Repeat Drill 26a.1.a. in the negative.)

Drill 26b.3 Simple Substitution (Vocabulary)

lebas pušidæmo ræftæm sinema.

kot

kot-šælvar*

kaef's

pirahæne sæbz*

jurabo kæf's*

šælvar*isia

Drill 26b.4 Cued Conversation

T. hæſt, sare kelas S₁ sob saæt cænd bidar ſodid?S₂ saæt hæſt bolænd ſodæm.S₁ bænd cekar kærdid?S₂ bænd lebas puſidamo ræftæm sare kelas.

noh, restoran

ſiſ, ketabxune

ſiſo nim, kar

yazdæ, cinema

dæh, kejøs

hæft, dancøſga

pænjl, forudga

hæftø nim, emtehan

Drill 26b.5 Complex Substitution

mæge ſoma xæste budid.

irani

(pres)

ræfiqetun

narahæſt

amrikai

(neg)

una

(past)

xæste

(aff)

bidar

Drill 26b.5 (cont'd)

mege una bidar budænd.

(pres)

reza

iraní

(neg)

(past)

xæste

narahæt

(aff)

Drill 26b.6 Multiple Substitution

men ye ruz unja budæmo bær geštæn* tehran.

do

Širaz

hæfte

esfahan

se

amædan

mah

mazanderan

ye

raeftæn

reza sal

bar geštæn, tæbriz

ælio pærviz hæfte

pænj

Somale iran

Drill 26b.7 Complex Substitution

men ye sal unja kar kærdæm.

saæt

esterahæt

Yoma

hæfte

Drill 26b.7 (cont'd)

Soma ye hafte unja esterahæt kærdid.

(neg)

mosaferæt

sal

jæmšid

tæhsil

(aff)

kar

saæt

ælio reza

guš

(neg)

dir

ma

(aff)

soal

esterahæt

ali

hæfte

zendegi

mæn

sal

tæhsil

ma

Drill 26b.8 Complex Substitution

hæməʃun farsi xub bælæd budænd.

ašpæzi

Yoma

(pres)

næqqaši

inglisi

una

Yætrænj

ma

(past)

kartbazi

færænse

Yena

una

basketbal

duxtæn

Drill 26b.9 Complex Substitution

xodetun ræftid tehran?

(neg)

(una)

Siraz

(statement)

(aff)

(men)

mazænderan

(Yoma)

Drill 26b.9 (cont'd)

xodetun ræftid mazænderan.

mašhæd

(neg)

(u)

rezaye

(ma)

(aff)

Drill 26b.10 Complex Substitution

ye saæt montæzere fereydyn budæm.

do

(Yoma)

pænj

dæqiqe

bist

dustæm

ye

saæt

moællememun

nim

moælleme farsimun

SUPPLEMENTARY LESSON 20

1. lotfæn guš konid.

kelas dare Šoru miše lotfæn dige hærf næzanid.

dærs dare Šoru miše lotfæn dige soal nækonid.

2. ulotfæn tekurar konid.

1. kelas dare Šoru miše lotfæn dige hærf næzanid.

2. dærs dare Šoru miše lotfæn dige soal nækonid.

3. Šagerda darænd tekurar mikonænd lotfæn dige jævab nædid.

aqaye moællem darænd soal mikonænd lotfæn dige tekurar nækonid.

5. sinema dare Šoru miše lotfæn dige sigar nækešid.

6. aqaye moællem dare miad lotfæn dige hærf næzanid.

3. Have each student make a compound sentence, using a statement and a request as above. Give the following cues. e.g.,

T. Šoru Šodæn - hærf zædæn S. kelas dare Šoru miše lotfæn dige hærf næzanid.

tekurar kærdæn - soal kærdæn

Šoru Šodæn - bazi kærdæn

soal kærdæn - tekurar kærdæn

amædæn - hærf zædæn

guš kærdæn - Šuluq kærdæn

xundæn - hærf zædæn

4. Have the students answer the questions using the pattern above. e.g.,

T. dærs dare Šoru miše? S. bæle. lotfæn dige hærf næzanid.

kelas dare Šoru miše?

sinema dare Šoru miše?

bazi dare Šoru miše?

aqaye moællem dare miad?

Supplementary Lesson 20

4. (cont'd)

T. Šagerda darænd dærš mixunænd?

Šoma darid ruzname mixunid?

pærviz dare be radio guš mikone?

bæradæretun dare kar mikone?

una darænd farsi mixunænd?

Šoma darid esterahæt mikonid?

5. lotfæn tekrar konid. (Affirmative request)

1. sinema dare Šoru miše lotfæn æjælle konid.
2. kelas dare Šoru miše lotfæn æjælle konid.
3. otobus dare mire lotfæn æjælle konid.
4. taksi dare mire lotfæn æjælle konid.
5. pedæræm dare ruzname mixune lotfæn saket bašid.
6. aqaye možllem dare dærš mide lotfæn saket bašid.
7. men daræm esterahæt mikonæm lotfæn saket bašid.
8. pærviz dare mixabe lotfæn saket bašid.

6. Have each student make a compound sentence using either /æjælle kærdæn/ or /saket budæn/.

7. Have the students ask questions using the following cues.

T. Šoru Šodæn S_1 kelas dare Šoru miše? S_2 bæle. lotfæn æjælle konid.

guš kærdæn
ræftæn
tekrar kærdæn
xundæn
esterahæt kærdæn
xabidæn
bazi kærdæn
amædæn

LESSON 27

dialog a

yad gereft-

past stem of yad migir-

1. Šoma dær amrika farsi yad gereftid?
Did you learn Persian in America?

hænuz

(not) yet

2. bæle. væli hænuz xub bælæd nistæm.
Yes. But I don't know it well yet.

xund-

past stem of mixun-

1. extiar darid. cænd væxt farsi xundid?
"I beg to differ". How long did you study Persian?

hæmæš

all together, all in all

2. hæmæš se mah farsi xundæm.
I studied Persian for three months all together.

* * * *

dialog a

1. Šomá dær amrikí farsi yád geref tid?
2. bæle. væli hænúz xub bælæd nístæm.
1. extiár dárid; cænd væxt farsi xundi d?
2. hæmæš sé màh farsi xundæm.

Drill 27a.1 Transformation (Have the students change the following sentences to the past tense.)

mæn miræm xuneye æhææd.

Šoma bæ ma miayd?

Šoma farsi bælædæd?

Šoma dær dæbiresæne ferdowski dærs mixunid?

æli* mirid tehran?

Šoma emruz narahætid?

æli dær Širaz tæhsil mikone.

æz in qæza xošetun miad?

mæn færda miræm Šomale iran.

mæn dær bimarestan hæstæm.

Šoma dær amrika farsi yad migirid?

išun Šætrænj bælædænd.

in amrikaia torki mixunænd.

ye saæte dige miræm xune.

Šoma baæd æz zor esterahæt mikonid?

Drill 27a.2 Complex Substitution

mæno xæste kærd.

Šoma

narahæt

æli

bidar

narahæt

ma

xæste

bidar

Drill 27a.3 Transformation (Have the students change the /budæn/ verbs to /kærdæn/ verbs. Make the subject "we".)

T. æli bidar bud. S. (ma) aliro bidar kerdim

Šoma parahet budid

una xæste budænd.

saætetun xærab bud.

ælio reza narahæt budænd.

pedæretun bidar budænd.

mašine fereydun xərab bud.

„Soma xæste ræbudit.

una narahæt budænd.

dara bidar bud?

xodnevisetun xərab bud?

Drill 27a.4 Transformation (Using the sentence cues in the above exercise, have the students change the /budən/ verbs to /sodən/ verbs.)

T. ali bidar bud.

S. ali bidar miše.

Drill 27a.5 Cued Conversation (Use the multiple substitutions in the the sentences according to the following format.)

T. mazænderan, mærtub

S1 men do hæfteye piš mazænderan
budæm.

S₂ hævaš ceter bud?

S, "hævaš nærtub bud.

Širaz, xošk

ræst, baruni

hænædan, xonæk.

abadan, mærtub

keruňaša, sárd

Drill 27a.5 (cont'd)

T. rezaye, æbri

kordestan, xonæk

mæshæd, gærm

Drill 27a.6 Multiple Substitution (Give infinitive and subject as cue.)

cænd væxt farsi xundid/

amrika budid

mæriz budid

æsterahæt kærd

sære kelas budid

inglisi xundænd

tehran budid

bidar budid

xærab bud

dær bimarestan budæn

esterahæt kærdid

farsi xundim

mazænderan budid

Drill 27a.7 Multiple Substitution (Give infinitive and subject as cues.
The student must also change the sentence to the present tense.)

T. cænd væxt farsi xundid/

S. cænd væxt-e farsi mixunid/

(use sentence cues from
Drill 27a.6.)

(Note: before doing Drill 27a.8, the teacher should explain the difference between the following two sentences:)

cænd væxt tehran budid/

cænd dæafe tehran budid/

Drill 27a.8 Simple Substitution

a. cænd dæafe tehran budid?

Širaz

dære kelas

esfahan

xuneye mæhmud

mæšhæd

šomale iran

danešgaye tehran

yæzd

Šahre yæzd

b. cænd dæafe ino tekzar kærdid?

neveštid

xundid

didid

pušidid

goftid*

yad gereftid

tałæføz kærdid

Drill 27a.9 Complex Substitution

man farsi yad gereftæm.

inglisi

(xundæn)

færanske

(bałæd budæn)

šena

Drill 27a.9 (cont'd)

man ſena bælad budæm.

næqqaši

ašpazi

(yad gereftæn)

hærf-zædæn

(neg)

jorj

(xundæn)

(aff)

šimio fizik

ælio reza

(question)

inglisi

(bælad budæn)

(pres)

tereſte

duxtæn

ſena

(question)

færانse

(yad gereftæn)

(present continuous [dare ----])

inglisi

farsi

æræbi

Drill 27a.9 (cont'd)

ferešte dare exæbi yad migire?

(xundæn)

(pres [simple])

(neg)

(dunestæn)

esmetun(o)

(bælæd budæn)

(past)

(aff)

(yad gereftæn)

esmeš(o)

(neg)

šoma

(aff)

(question)

esme kucikeš(o)

(statement)

(neg)

Drill 27a.10 Cued Conversation

T. farsi

S₁ æn farsi xub bælæd niStæm.S₂ extiar darid. ſoma farsi xeyli
xub bælædidi.

inglisi

hærf-zædæn

neveſtæn

torki

næqqasi

aſpæzi

rundæn*

Review Drills 23a.4, 23a.12 (in the past tense), 23a.15 and 23b.2.

LESSON 27

dialog b

ali

wonderful(ly), extremely
well.

dašt-

past stem of dar-

1. pəs ali bələdidi. moəllème irani daštidi?
Then you know it extremely well.
Did you have an Iranian teacher?

2. bəle. yazdə-ta moəllème irani daştı.
Yes. We had eleven Iranian teachers.

1. nevəştən həm yad gəreftid?
Did you learn writing, too?

əmma

but

faramuš kərd-

forgot (pres. stem fərəmuš
mikon-)

2. bəle. əmma biştərəşo fəramuš kərdəm.
Yes. But I forgot most of it.

* * *

dialog b

1. pəs ali bələdidi. moəllème irani daštidi?
2. bəle. yazdə-ta moəllème irani daştı.
1. nevəştən həm yad gəreftid?
2. bəle. əmma biştərəşo fəramuš kərdəm.

Drill 27b.1 Cued Conversation (The teacher's cue is a sentence. S_1 changes it to the past tense. S_2 answers it in the negative.)

T. Šoma moælleme irani darid? S_1 Šoma moælleme irani daštid?
 S_2 næxeyr. moælleme irani nædaštem.
 in ketabó mixunid?
 Šoma farsi bælædidi?
 æli mire bazar?
 moællementun inglisi bælædidi?
 pedæro madæretun mašin darend?
 Šoma neveštan yad migirid?
 æz tehran xošetun miad?
 Šoma ba jænšid mirid Širaz?
 bæradæretun narahæt-e?
 Šomaro xæste mikoni?
 bist-ta Šagerd darid?
 dustatun miand inja?
 otobus dir mikone?
 Šoma færda xuneid?
 æli dir boland miše?
 saætetun xærab-e?

Drill 27b.2 Imitation (Repeat starred forms several times after finishing the exercise.)

*men farsi yad migiræm.
 men farsi yad gereftæm.

men daftæretuno baz mikonæm.
 men daftæretuno baz kardæm.

*Šoma name minevisid?
 Šoma name neveštid?

*in kaqæzo bær midaræm.
 in kaqæzo bær daštem.

Šoma medad darid?
 Šoma medad daštid?

æli qæzaye irani dorost mikone.
 æli qæzaye irani dorost kævd.

Drill 27b.2 Imitation

*mæn ye ruzname mixxaram.
mæn ye ruzname xæridæn.

*farsie aliro mifahmæn.
farsie aliro fahmidæn.

un ketabo tænam mikonid?
un ketabo tænam kærdid?

emruz jamšido mibinid?
emruz jamšido didid?

*livano mizaræm ru miz
livano gozaštæm ru miz.

šoma farsi mixunid?
šoma farsi kundid?

*aqaye nežado miaræm.
aqaye nežado ovordæm.

*ye dærse inglisi minevisæm.
ye dærse inglisi neveštæm.

Drill 27b.3 Simple Substitution

šoma un ketabo xundid?

tænam kærdid?

neveštæd?

didid?

gczaštæd ru miz?

bær daštæd?

xæridæd?

dorost kærdid?

baz kærdid?

yad gereftæd?

daštæd?

fahmidæd?

ovordæd?

Drill 27b.4 Complex Substitution

šoma un ketabo xundid?

reza

ruzname

(xæridæn)

Drill 27b.4. (cont'd)

reza un ruznamæro xærid?

medad (pres)

(didæn)

(past)

æqa

(fahmidæn)

(statement)

(ovordæn)

(neg)

mæjælle

(tæmam kærdæn)

(aff)

(bær daštæn)

Yoma

(pres)

livan

(neg)

ma

(didæn)

(past)

(gozaštæn ru miz)

(aff)

fenjun

(pres)

išun

331

Drill 27b.4 (cont'd)

išun un fenjuno mizarænd ru miz.

ketab

(past)

(xəridən)

(neg)

mən

roman

(tamam kərdən)

(pres)

(aff)

qəza

(dorost kərdən)

(past)

(ovordən)

æbbas*

cəi

(xəridən)

dəftər

(neg)

(baz kərdən)

(bər daštən)

mən

kaqəz

(xərəb kərdən)

(aff)

Drill 27b.4 (cont'd)

mæn un kaqæzo xerab kerdæm.

(pres)

mašin

(rundæn)

(neg)

(past)

Drill 27b.5 Transformation (Have the students change the present tense to the past tense.)

T. mæn dær danešga farsi yad migiræm. S. mæn dær danešga farsi yad gereftæm.

mæn færda aqaye nežado mibinæm.

moælleme inglismun dær amrika tehsil mikone.

mæn be dustatun migæm ke dir miayd.

mæn kæfše sia mipušæm.

mæn do hæfteye dige miræm kerman.

bæradæram xeyli narahæt miše.

bæraye mohammed ye name minevisæm.

mæn sale dige bær migerdæm amrika.

æz un filme Žaponi xeyli xošæm mind.

Šoma tešnætun-e?

sænte cænd bolænd mišid?

færda un ketab miarid?

medade jænšido bær midaræm.

mæn færda bær migerdæm.

in aqaro xub mifæhmid?

caic irani koja mixerid?

Drill 27b.5 (cont'd)

T. be ahhmed ci migid?

bəradəre kucike reza kojast?

Drill 27b.6 Cued Conversation (Teacher gives cues listed below.)

S₁ in ketabo xundid? S₂ bəle. əmma biştareşo faramuş kərdəm.

ruzname

yad gereftən

dərs

təmam kərdən

roman

kurs

dust daştən

film

didən

nəməyəş*

Drill 27b.7 Conversation (Class repeat cue after teacher. The students then answer teacher's question about cue.)

T. ketabforuşı S. ketabforuşı T. dər ketabforuşı ci miforuşənd?

S. ketab miforuşənd.

kəfşforuşı

parceforuşı

miveforuşı*

ketabforuşı

qaliforuşı*

lebasforuşı

səfəforuşı*

Drill 27b.8 Conversation (Follow the example below.)

T. bazar - cai S₁ ma raftim bazar.S₂ ma cai xeridim.S₃ ma raftam bazar cai xeridam.

maqaze*-lebas

dokun*-šir

nunvai*-nun

ketabforuši-ketab

kafšforuši-kafš

parceforuši-parce

miveforuši-mive*

postxune-tambr*

ketabforuši-qali

bazar-ceraq

qaliforuši-qali

dokun-mast*

bazar-piraham

miveforuši-səbzj*

postxune-ayrogeram*

Drill 27b.9 Cued Conversation (The teacher gives cue to S₁ who makes a sentence with it. S₂ changes the sentence by changing the verb to its equivalent antonym using the present tense. S₁ then changes S₂'s sentence to the past tense. The teacher gives only the cue not in parentheses. The student should be able to produce the antonym in parentheses.)

| | |
|--------------------------|----------------------------------|
| 1. raftam (amədəm) | 5. bær gæštəm (raftəm) |
| 2. xundəm (neveštəm) | 6. xeridəm (foruxtəm) |
| 3. bær daštəm (gozaštəm) | 7. yad gereftəm (fəramuš kərdəm) |
| 4. bordəm (ovordəm) | 8. guš-kurdəm (goftəm) |

SUPPLEMENTARY LESSON 21

1. lotfan guš konid.

- in dæftəraye næqqaši dunei cənd-e?
- cənd-ta dæftəre næqqaši lazem darid?
- yeki lazem daram.

2. lotfan tekrar konid.

- a. in dæftəraye næqqaši dunei cənd-e?
cənd-ta dæftəre næqqaši lazem darid?
yeki lazem daram.
- b. in namehaye həvai dunei cənd-e?
cənd-ta nameye həvai lazem darid?
do-ta lazem daram.
- c. in səfəhayə irani dunei cənd-e?
cənd-ta səfəye irani lazem darid?
se-ta lazem daram.
- d. in xodnevisaye xareji dunei cənd-e?
cənd-ta xodnevise xareji lazem darid?
yeki lazem daram.
- e. in dəstmalaye irani dunei cənd-e?
cənd-ta dəstmale irani lazem darid?
car-ta lazem daram.
- f. in keravataye xareji dunei cənd-e?
cənd-ta keravate xareji lazem darid?
se-ta lazem daram.

Supplementary Lesson 21 (cont'd)

3. lotfən soal konid.

T. dəftərərə nəqqaşı S₁ in dəftərəye nəqqaşı dunei cənd-e?S₂ cənd-ta dəftərərə nəqqaşı lazem darid?S₁ yeki lazem darəm.

(Continue in the same way using the following cues. Have the students change the cues to plural.)

a. dəftərərə nəqqaşı

b. nameye həvəi

c. səfəye irani

d. xodnevise xareji

e. dəstəməle irani

f. keravate xareji

g. pərdəye irani

h. kolaye xareji

i. pakətə həvəi

j. təmbərə irani

k. sabune amrikai

4. lotfən guş konid.

-- pəmire təbrizi kiloi cənd-e?

-- cəqəd pəmire təbrizi lazem darid?

-- nım kilo lazem darəm.

5. lotfən tekrar konid.

a. cai xareji kiloi cənd-e?

ceqəd cai xareji lazem darid?

ye kilo lazem darəm.

Supplementary Lesson 21 (cont'd)

5. (cont'd)

b. pənire təbrizi kiloi cənd-e?

ceqəd pənire təbrizi lazem darid?

nim kilo lazem darəm.

c. roqəne kermanşahi kiloi cənd-e?

ceqəd roqən kermanşahi lazem darid?

ye kilo lazem darəm.

d. kəreye danmarki kiloi cənd-e?

ceqəd kəre danmarki lazem darid?

nim kilo lazem darəm.

e. sibe lobnani kiloi cənd-e?

ceqəd sibe lobnani lazem darid?

do-kilo lazem darəm.

f. Šekəre irani kiloi cənd-e?

ceqəd Šekər irani lazem darid?

se kilo lazem darəm.

g. goje fərəngi kiloi cənd-e?

ceqəd goje fərəngi lazem darid?

ye kilo lazem darəm.

6. lətfən soal konid.

T. cai xareji S₁ cai xareji kiloi cənd-e?S₂ ceqəd cai xareji lazem darid?S₃ ye kilo lazem darəm.

(Continue in the same way; using the following cues.)

a. cai xareji

b. pənire təbrizi

Supplementary Lesson 21 (cont'd)

6. (cont'd)

- c. roqæne kermanšahi
- d. kæreye danmarkki
- e. sibe lobnani
- f. Šekære amrikai
- g. goje færængi
- h. qæveye eslambuli
- i. arde rusi
- j. rænge xareji



LESSON 28

(Review)

Review Dialog 28.1

The following dialog should be taught in the following way. Three classes should combine. The teachers, each taking a part in the dialog, should read it through once slowly and once more quickly. The students should be asked how much they understand.

The three classes should then separate and each student should be given a copy of the dialog so that he can follow as his teacher reads the dialog again. The teacher should explain anything that is not understood.

The students should then repeat after the teacher. Repeat every sentence several times until it can be said without much hesitation. It is not necessary, however, to memorize the sentences. Be careful to note sentence stress and correct intonation patterns.

The students should then break up into small groups and read through the dialog. After they feel they can read through it well and without hesitation, groups of three should act out the dialog in skit form.

dialog

jorj. men xeyli gorosnəm-e. ſoma ceter?

jəmſid. bale. men həm gorosnəm-e. berim restoran nəhər boxorim.

jorj. xeyli xob. ci meyl darid* celo kəbab mixayd?

jəmſid. men əz celo kəbab xoſəm miad vəli diſəb celo kəbab xordəm.

jorj. pəs ci boxorim! juje kəbab həm xub-e.

jəmſid. bah-bah! xeyli væxt-e juje kəbab nəxordəm. berim. taksi!!
ma xiabane naderi mirim.

taksi. kojaye naderi?

jəmſid. ruberuye ketabforuſiye mebso.

taksi. befərmaid.

jəmſid. aqaye jorj, befərmaid.

Review Dialog 28.1 (cont'd)

jorj. békəxšid.

jəmšid. aqa, ma xeyli ejalle darim. lotfən zud bašid.

taksi. cəsm, górbən.

jorj. aqaye jəmšid, ſoma narahət id?

jəmšid. næxeyr. narahət nıstem. fəqət ye kami xasteən. sərəm ham dərd mikone.

jorj. aspirin mixayd?

jəmšid. mərsi. mən aspirin məzəmulən nemixorəm.

jorj. kodum restoran mirim?

jəmšid. ye celo kebabı mişenəsəm - xeyli xub-e.

jorj. aqaye jəmšid, hala sət cənd-e?

jəmšid. hala dorost sət yek-e. cəraz xeyli gorosnətun-e?

jorj. bəle. mən emruz sobhane sət Şiš xordəm.

jəmšid. sət Şiš? məzəmulən sət cənd bidar mişid?

jorj. məzəmulən sət Şiš nim bidar mişəm vəli emruz sob pənjo nim bidar Şodəm.

jəmšid. cəraz kar daştid?

jorj. næxeyr. dişəb xeyli xaste budəm sət noh xabidəm. sob haər zud bidar Şodəm.

jəmšid. sob məzəmulən ci mixorid?

jorj. nuno pənir ba mərabba*, cəlio Šire gərm ba Šekər.

jəmšid. pəs sobhaneye irani dust darid.

jorj. bəle. sobhaneye amrikai nemixorəm. dər amrika ham dust nədəxələm.

jəmšid. sobhaneye amrikai cejuri-e?

jorj. amrikaia sob ziad mixorənd. toxme morq*, güşt, Šir, qəhvə, nune Širin.

jəmšid. rast, miqid? nəhər cətor?

Review Dialog 28.1 (cont'd)

jorj. bəraye nəhər kəmtər aəz irania mixorənd.

jəmşid. xeyli jaleb-e. vəli ſoma sisteme irani mixorid.

jorj. bəle.

taksi. aqa, ſoma amrikai həstid?

jorj. bəle, aqa.

taksi. maşallah farsi xeyli xub bələdidi.

jorj. xaeş mikonəm. hənuz dərəm yad migirəm.

taksi. cənd vaxt-e dər iran həstid?

jorj. do ma.

taksi. do ma! do ma farsi yad gereftid?

jorj. næxeyr. se ma həm dər amrika xundəm.

taksi. məge dər amrika farsi hərf mizənənd?

jorj. næxeyr. dər daneşga yad gereftəm.

taksi. farsi dər daneşga dərs midənd?

jorj. bəle.

jəmşid. işun məalləmə irani daştənd.

taksi. rast migid? unja həm irani dare?

jəmşid. daneşjuye irani dər amrika ziadənd.

taksi. haa. mırənd unja, dərs mixunənd. aqa mohəndes. ſomam amrika budid?

jəmşid. næxeyr. amrika nəbudam.

taksi. aqaye mister. işun zabane ſomaro midunərd?

jorj. bəle. işun qəşəng bələdənd.

jəmşid. xaeş mikonəm. extiar dərid. mesle farsie ſomə bələdənd nistəm.

taksi. aqaye mister, nən zabane amrikairo bələdənd.

jorj. rasti? pəs lotfən bəraye nən həqiqi bezenid.

Review Dialog 28.1 (cont'd)

taksi. xeyli xob. ſoma - amrika - baſlađ - xub?

jorj. ci goftid?

taksi. ſoma naſeħmidid?

jorj. næxeyr.

taksi. pæs mæn, hætmæn żaponi goftam.

jæmſid. aqa, ma xeyli yevaš mirim - aaaa!

taksi. bēbæxſid aqa. xiabana suluq-e. saæte yek-e. hæme mirænd sære kar.

jorj. inja kojast?

jæmſid. inja xiabane ſast. bænd æz xiabane ſa, xiabane naderi-e.

jorj. restoran tu naderi-e?

jæmſid. næxeyr, tu kucæst.

jorj. unja ci darend.

jæmſid. unja celo kæbab darand, juje kæbab darand. celo xorešešun hæm xub-e.

jorj. pæs mæn celo xoreš mixoræm.

jæmſid. æz qæzaye irani xošetun miad?

jorj. bæmæle. xoreše badenjun xeyli dust daram.

taksi. aqa. ſoma ab-gušt dust darid?

jorj. ab-gušt ci-e?

taksi. ab-gušt nemidunid ci-e? supe irani ba gušt dorost mikonam, un væxt nun mizarænd tuš.

jorj. mæn næxordæm. xub-e?

taksi. xeyli ali-e. befærmajd xuneye ma, xanumæm beraye ſoma dorqat mikone.

jorj. motšækeraṁ aqa. xeyli lotf darid.

taksi. befærmajd. taarof nemikonaṁ.

Review Dialog 28.1 (cont'd)

jorj. xaeš mikonəm. ſoma həzərən xeyli kar darid.

taksi. extiar darid. xošhal mišim.

jəmšid. motšakerəm aqa. vali sazət yeko nim dər daneşga kar darim.

taksi. xob. inšallah dəfəye dige.*

jorj. inšallah.

Drill 28.1 Conversation

1. Šoma dišæb koja Šam xordid?
ci xordid?
xub bud?
2. Šoma mæmulan Šam koja mixorid?
næhar cotor?
mæmulan saet cænd næhar mixorid?
3. Šoma cai dust darid ya qæhve?
dišæb sare miz* qæhve xordid?
Šoma qæhvé ba Šir mixorid?
4. dišæb dærs xundid?
bæsd æz Šam cekar kærdid?
saet cænd xabidid?
5. Šoma mæmulan sohane mixorid?
emruz sobhanè xordid?
saet cænd sobhane xordid.
6. dišæb koja ræftid?
cekar kærdid?
dærs næxundid?
7. Šoma sinema dust darid?
in hæfte ræftid sinema?
Šambe Šæb cekar kærdid?
8. Šoma ziad ketab mixunid?
dišæb ketab xundid?
Šoma mæjalle darid?
9. Šoma darid farsi yad migirid?
hærf-zædæn yad migirid?
xundæno neveštan cotor?
10. cænd væxt-e dær astin hæstid?
æz astin xošetun miad?
æz hævaye astin xošetun miad?
11. dæftæretuno ba xodeán ovordid?
dæftæretun koloft-e?
dæftæretun siast?
12. emruz saet cænd bidar Šodid?
værzeš kærdid?
sobhane xordid?

Drill 28.1 (cont'd)

13. Ÿcma key amadid astim?
æz koja amædjd?
ceqæd tul kešid?
14. Ÿoma diruz sære kelæs budid?
saæt cænd bær gæštid Dexter House?
Ÿoma piade mirid?
15. yekšambeye piš cekar kærdid?
Ÿena nemirid?
Ÿena bælædид?
16. dišæb name neveštid?
tæmbr daštid?
cænd-ta tæmbr darid?
17. Ÿomareye otaqetun cænd-e?
otaqetun dišæb særd bud?
tu otaqetun ki zendegi mikone?
18. diruz xæste budid?
saæt cænd bidar Ÿodid?
bæd æz zor esterahæt kærdid?
19. koja tæhsil kærdid?
æz inja dur-e?
cænd sal unja budid?
20. hævaye inja ba hævaye iran xeyli færq mikone?
hævaye iran cætor-e?
rašt kojast?

Grammar1. Verbs

All Persian verbs have two stems; all verb forms and derivatives are formed from these two stems. One stem is the present tense stem; the other, as we have seen from the introduction of the past tense, is the past stem.

Let us examine the present stems of some familiar verbs.

midunæm

mibinæm

miræm

bær migærdæm

zendægi mikonæm

ketab mixunæm

As was pointed out in previous grammar discussions (c.f. 5.2.2) all verbs (except II Verbs which include only *dar-* and *hæst-*) have the prefix /mi-/ in the present tense. We may therefore subtract this prefix from the present stem. Again looking at the list above, we see that we may also subtract the personal ending /-æm/. The following present stems remain:

-dun-

-bin-

-r-

bær -gærd-

noun -xun-

noun -kon-

These stems are resultant from only a random sampling of the verbs we have already had and are by no means representative of all the stem-types that occur in Persian. In order to set up a list of stem-types, we must examine the relationships between the present and past roots. In order to do this type of linguistic analysis of the relationship between stems, let us go through a list of past tense verbs we saw this week and compare the present and past roots of each verb. Remember the selection of verbs is at random (only verbs covered in the past three lessons).

1. Verbs (cont'd)

| <u>Lesson</u> | <u>Verb</u> | <u>Present Stem</u> | <u>Past Stem</u> |
|---------------|--------------|---------------------|------------------|
| 25a | miræm | -r- | ræft- |
| 25a | mibinæm | -bin- | did- |
| 25b | miam | -a- | amæd- |
| 25b | -æm/hæstæm | hæst- | bud- |
| 26a | mišæm | -š- | šod- |
| 26b | mikonæm | -kon- | kærd- |
| 26b | mipušæm | -puš- | pušid- |
| 26b | bær migærðæm | bær -gærd- | bær gæšt- |
| 27a | yad migiræm | yad -gir- | yad gereft- |
| 27a | mixunæm | -xun- | xund- |
| 27a | minevisæm | -nevis- | nevest- |
| 27a | migæm | -g- | goft- |
| 27b | daræm | dar- | dašt- |
| 27b | mixæræm | -xær- | xærid- |
| 27b | mifæhmæm | -fæhm- | fæhmid- |
| 27b | mizaræm | -zar- | gozašt- |
| 27b | miaræm | -ar- | ovord- |

In examining the above list of verb stems, we see that there are many classes of stems and that the changes from the present to the past stem are not regular. There are the following ways of forming the past root, all of which are different:

| | | | |
|--------------|-------|--------------|---------|
| -r- -----> | ræft- | -gir- -----> | gereft- |
| -bin- -----> | did- | -zar- -----> | gozašt- |
| -a- -----> | amæd- | -xun- -----> | xund- |

From this list you can see that we can not make any simple generalizations about the formation of past stems. In general the past and present stems must be learned by repetition and memorization. We will, however set up some general classes of verb roots as a general guide for the student in his future study.

One generalization which can be made about all Persian past stems is that they all invariably end in /t/ or /d/. Thus we may say that the formation of the past stem takes place in the following manner:

present stem . . . (a change in the form) . . . /d/ or /t/

I. (Regular formation)

A. present stem + /d/ or /t/

-xun- ----> xund-
-xor- ----> xord-

B. present stem + /-id/

-fahm- ----> fahmid-
-puš- ----> pušid-

II. present stem + vowel + /f/ or /s/ + /t/

A. -dun- ----> dunest-
-g- -----> goft-
-r- -----> ræft-

B. (This subclass involves additional stem changes.)

-gir- -----> gereft-

III. present root + vowel + /d/

-š- -----> šod-
-d- -----> dad-

IV. change of nasal to homorganic stop (/n/ --- /d/, etc.)

A. (hærf) -zæn- -----> (hærf) zæd-

B. change of nasal plus other stem change plus /æst/

-šin- -----> nešast-

V. sibilant ----> /x/ + /t/

A. z ----> x

-duz- ----> duxt-

B. s ----> x

-šenás- ----> šenaxt-

C. š ----> x

-foruš ----> foruxt-

VI. /r/ or /rd/ ----> /š/ + /t/

A. -dar- ----> dašt-

B. (This subclass involves an additional stem change.)

-zar- ----> gczast-

VII. Irregular

-nevis- ----> nevest-

-a- -----> amad-

-bin- -----> did-

-ar- -----> ovord-

-band- -----> bašt-

-kon- -----> kard-

In dictionaries verbs are listed according to infinitives. The infinitive is formed from the past stem plus the infinitive marker /-an/. Since the infinitive is formed on the past stem, the student will have to derive the present base in reverse order from what has been listed above. It is, however, impossible to know which category any one verb belongs to since the classes are not based on the phonetic shape of either stem. For this reason, we will list both stems from now on. In dictionaries where only the infinitive is listed the student will have to ask a native speaker in order to be sure what the present stem is.

The only rule that can be posited is the formation of the past stem from the infinitive by the subtraction of the /-an/ infinitive marker. The above classification of present and past stems is to show the pattern of the language insofar as it can be analysed.

Class I.

Verb Inventory

| | | | |
|----|-------------------------|--------|-----------------------------------|
| A. | xundæn | -xun- | to read |
| | dærs xundæn | | to study |
| | ketab xundæn | | to read (in general) |
| | avaz xundæn | | to sing |
| | farsi, Šimi etc. xundæn | | to study Persian, chemistry, etc. |
| | xordæn | -xor- | to eat |
| | rundæn | -run- | to drive |
| B. | koštæn | -koš- | to kill |
| C. | fæhmidæn | -fæhm- | to understand |
| | pušidæn | -puš- | to put on, wear |
| | xabidæn | -xab- | to sleep, go to sleep |
| | kešidæn | -keš- | to pull |
| | tul kešidæn | | to last, take time |
| | sigar kešidæn | | to smoke |
| | residæn | -res- | to arrive |

Class II.

| | | | |
|----|--------------|-------|------------|
| A. | dunestæn | -dun- | to know |
| | tunestæn | -tun- | to be able |
| | goftæn | -g- | to say |
| | raftæn | -r- | to go |
| B. | gerefæftæn | -gir- | to take |
| | yad gereftæn | | to learn |
| | xastæn | -xa- | to want |

Class III.

| | | | |
|----|-------------|-------|----------------|
| A. | šodæn | -š- | to become |
| | dadæn | -d- | to give |
| | dærš dadæn | | to teach |
| | dæst dadæn | | to shake hands |
| | jævab dadæn | | to answer |
| | oftadæn | -oft- | to fall |

Class IV.

| | | | |
|----|------------|--------|-------------|
| A. | zædæn | -zæn- | to hit |
| | hærf zædæn | | to speak |
| B. | nešæstan | -šin- | to sit down |
| | šekæstan | -škæn- | to break |

Class V.

| | | | |
|----|--------------|---------|------------------------|
| A. | duxtæn | -duz- | to sew |
| | endaxtæn | -ndaz- | to drop, let fall |
| | aks endaxtæn | | to take a picture |
| | suxtan | -suz- | to burn (intransitive) |
| | poxtan | -pæz- | to cook |
| B. | šen axtæn | -šenaz- | to know (someone) |
| C. | foruxtæn | -foruš- | to sell |

Class VI.

| | | | |
|----|------------|-----------|---------------|
| A. | daštan | -dar- | to have |
| | bær gæštan | bær gærd- | to return |
| | kaštan | -kar- | to sow, plant |

Class VII.

| | | | |
|----|----------|---------|----------------|
| A. | neveštan | -nevis- | to write |
| | bordæn | -bær- | to take, carry |
| | mordæn | -mir- | to die |

Class VII.

| | | |
|------------------|--------|--------------------|
| B. amædæn | -a- | to come |
| xoš amædæn | | to like |
| bæd amædæn | | to dislike |
| xab amædæn | | to be sleepy |
| didæn | -bin- | to see |
| ovordæn | -ar- | to bring |
| bæstæn | -bænd- | to close, tie |
| (kærdæn) | -kon- | auxiliary verb |
| zendegi kærdæn | | to live |
| kar kærdæn | | to do, work |
| dard kærdæn | | to hurt, ache |
| esterahæt kærdæn | | to rest |
| dir kærdæn | | to come late |
| xæš kærdæn | | to ask, beg |
| dorost kærdæn | } | to fix, prepare |
| tahsil kærdæn | | to study |
| tædris kærdæn | | to teach, instruct |
| tælafox kærdæn | | to pronounce |
| tekrar kærdæn | | to repeat |
| komæk kærdæn | | to help |
| soal kærdæn | | to ask |
| hæmmam kærdæn | | to bathe |
| farq kærdæn | | to differ |
| mosaferat | | to travel |
| taarof kærdæn | | to taarof |

Class VII

B. (cont'd)

| | | |
|----------------|------------|-------------------|
| baz kærdæn | (baz)-kon- | to open |
| færamuš kærdæn | | to forget |
| guš kærdæn | | to listen |
| nega kærdæn | | to watch, look at |
| tæmrin kærdæn | | to practice |
| fek(r) kærdæn | | to think |
| bazi kærdæn | | to play |
| æjælle kærdæn | | to hurry, rush |

SUPPLEMENTARY LESSON 22

1. lotfan guš konid.

hær ruz saæte šiš æz xab bidar mišam.

diruz saæte šiš æz xab bidar šodam.

2. lotfan tekrap konid.

hær ruz saæte šiš æz xab bidar mišam.
diruz saæte šiš æz xab bidar šodam.

hær ruz saæte šišo nim værzes mikonam.
diruz saæte šišo nim værzes kerdam.

hær ruz saæte hæft sobhane mixoram.
diruz saæte hæft sobhane xordam.

hær ruz saæte hæft miram danešga, farsio inglisi mixunam.
diruz saæte hæft ræftam danešga, farsio inglisi xundam.

hær ruz saæte dævazdæ tu restorane danešga nähär mixoram.
diruz saæte dævazdæ tu restorane danešga nähär xordam.

hær ruz bæd æz nähär kæmi esterahæt mikonam.
diruz bæd æz nähär kæmi esterahæt kerdam.

hær ruz saæte do bær migærdam kelas ta saæte car farsi mixunam.
diruz saæte do bær gæstam keles ta saæte car farsi xundam.

hær ruz saæte pænjo nim bær migærdam xabgavo ſam mixoram.
diruz saæte pænjo nim bær gæstam xabgavo ſam xordam.

hæmiše bæd æz ſam esterahæt mikonam.
dišab bæd æz ſam esterahæt kerdam.

3. Have the students change the simple present tense to the simple past tense. e.g.,

T. hær ruz saæte šiš bidar mišam.

S. diruz saæte šiš bidar šodam.

(Use the first sentence of each pair listed in 2. as a cue for 3.)

4. Reverse the above practice. Give the past tense sentence as the cue. The student(s) should respond with the present tense sentence.

5. Write the hours of the day as used in the sentences on the blackboard. Give the infinitive of the verbs as cues. Then ask individual students to make the two sentences with present and past verbs.

| | |
|-----------|---------------------------------------|
| 6.00 a.m. | bidar ſodan |
| 6.30 | værzeš kardan |
| 7.00 | sobhane xordan |
| 8.00 | ræftan danešga, farsio inglisi xundan |
| 12.00 | nahar xordan |
| 12.00 | esterahæt kardan |
| 2.00 p.m. | bær gaštan |
| ta 4.00 | farsi xundan |
| 5.30 | bær gaštan xabga, ſam xordan |

6. Have the students give short answers to the questions, e.g.,

T. ſæte ſiš nim cekar mikonid? S. værzeš mikonim.

(Cues consist of times listed above. The student should respond with sentences containing the corresponding verb.)

7. Have individual students ask questions with /key/. Give short answer as a cue. e.g.,

T. ſæte ſiš S. key bidar mišid? (continue for all times)

8. Repeat 6 and 7 for simple past tense. e.g.

T. diruz ſæte ſiš cekar kardid? S. bidar ſodim.

T. værzeš kardam. S. diruz key værzeš kardid.

LESSON 29

ahmæd behruz danešjuənd. dær danešgaye tehran tæhisl mikonænd. ahmæd danešjue sale səvvomə danešgasto behruz danešjue sale dovvom-e. ahmæd tarix mixune*væ behruz *ædæbiyate*irano mixune. væli hær-do inglisi hæm mixunænd. ruzaye ye-šæmbevo se-šæmbevo panj-šæmbe kelase. inglisi darænd?

inglisie ahmæd æz inglisisie behruz behtær-e. inglisi bæraye behruz xeyli mošgel-e. behruz xub mixunevo tærjome mikone*væli xeyli kæm mifahme. moællemešun amrikai-e. išun dær iran farsi yad migrændo inglisi tædris mikonænd. sære kelas moælleme amrikaišun inglisi hærf mižæne væ æz šagerda be inglisi soal mikone. behruz xub nemifahme.

dærse diruz bæraye behruz xeyli mošgel bud væ hænuz yad nægereft. ahmæd be behruz telefon kærd væ hala darænd hærf mizænæhd.

dialog a

ahmæd. mæn mixam béræm sinemá. šomám miayd?

behruz. mærsi. mixam béræm bazár.

ahmæd. emšæb cekár mikonið?

behruz. bæzæd æz zór mixam dær's bæxunam, bæzæd miam xunéye šomá.

* * * *

Ahmad. I want to go to the movies. Would you like to come too?

Behruz. Thank you, no. I want to go to the bazaar.

Ahmad. What are you doing tonight?

Behruz. I want to study this afternoon. I'll come to your house afterwards.

Drill 29a.1 Simple Substitution

mæn mixam beram sinema.

danešga

bazar

(sære) kelas

širaz

drbirestane žale

(sære) kar

mædrese

Drill 29a.2 Complex Substitution

mæn mixam daers bexunæm.

farsi

ketab

(neveštæn)

name

(xundzæn)

ruzname

šimi

farsi

(yad gereftæn)

šenæ

inglisi

Drill 29a.3 Forced Substitution

mæn mixam daers bexunæm.

jāmšid

šoma

358

Drill 29a.3 (cont'd)

šoma mixayd dær s bexunid.

mæn

mæno šoma

mæno jæmšid

dustetun

ma

ælio reza

šoma

jæmšido šoma

xosro

Drill 29a.4 Complex (Forced) Substitution

mæn mixam dær s bexunæm.

farsi

šoma

ketab

ma

(neveštan)

una

name

(xundæn)

æli

ruzname

šimi

mæno æli

farsi

Drill 29a.4 (cont'd)

mæno æli mixaym farsi bexunim.

mæn

(yad gereftæn)

Šena

šoma

inglisi

Drill 29a.5 Complex Substitution

bæd æz zor mixam dærs bexunæm, bæd miæm xuneye šoma.

ketab

farsi

(nevestæn)

name

(xundæn)

dærs

Drill 29a.6 Transformation (Add the proper form of "to want" to the following sentences.)

T. jæmšid mire tehran. S. jæmšid mixad bere tehran.

mæn færda miræm tæbriz.

æli mire sære kelase inglisi.

jæmšid ketab mixune.

šoma šena yad migirid?

koja mirid?

bæd æz zor ma ſimi mixunim.

išun ye name minevisænd.

šoma ruzname mixunid?

xosro inglisi yad migirc.

Drill 29a.7 Transformation (Repeat Drill 29a.6 giving an additional negative cue. For example,)

T. jāmšid mire tehran. S. jāmšid nemixad bere tehran.

Drill 29a.8 Forced Substitution (Review)

mæn mixam in ketabo bekunam.

ruzname

roman

name

kaqæz

ketabe farsi

ruznameye inglisi

romane rusi

Drill 29a.9 Transformation (S_1 changes model sentence to present tense, S_2 adds "to want" and S_3 changes it to negative form.)

T. bæradæræm ye name nevæšt. S_1 bæradæræm ye name minevise.

S_2 bæradæræm mixad ye name benevise.

S_3 bæradæræm nemixad ye name benevise.

mæn ræftæm xuneye ahmæd.

šagerdatun dærs xundænd.

æli inglisi yad gereft.

šoma in namæro nevæstid?

ma ræftim kenare dærya.

LESSON 29

dialog b

A. mixayd ba mæn hærf bezænid? Do you want to talk to me?
 rajebé about, concerning

B. bæle. mixam rajebé dærsa hærf
 bezænæm. Yes. I want to talk about the
 lessons.

mitun- (tunestæn) can, be able to

A. saæt cænd mitunid biayd? What time can you come?
 qæblæz before

B. mæn qæblæz ſiš nemitunæm biam. I can't come before six.

A. pæs saæt hæft biayd. mitunim Then come at seven. We can
 ba hæm dærs bæxunim. study together.

* * * *

dialog b

A. mixayd ba mæn hærf bezænid?

B. bæle. mixam rajebé dærsa hærf bæzænæm.

A. saæt cænd mitunid biayd?

B. mæn qæblæz ſiš némítunæm biam.

A. pæs saæt hæft biayd. mitunim ba hæm dærs bæxunim.

Drill 29b.1 Simple Substitution

mixayd ba men hærf bezænid.

dærs xundæn

ræftæn sinema

inglisi yad gereftæn

ketab xundæn

ræftæn danešga

farsi xundæn

næhar xordæn (response should be /næhar boxorid/)

ruzname xundæn

nešæstan

ræftæn kenare dærya

šam xordæn

Drill 29b.2 Complex (Forced Substitution)

šoma mixayd ba men hærf bezænid?

jænšid

šam xordæn

(neg)

ælio reza

nešæstan

(aff)

ma

dærs xundæn

una

inglisi yad gereftæn

hæri' zædæn

Drill 29b.2 (Con't)

Šoma mixayd ba una hærf bezænid?

(neg)

mæhmud

næhar xordæn

Šimi xundæn

Drill 29b.3

mæn mitunæm ba Šoma dærs bexunæm

ræftæn danešga

Šam xordæn

næhar xordæn

Šimi xordæn

ræftæn bazar

nešæstæn

ketab xundæn

dærs xundæn

hærf zædæn

ræitæn madrese

qæza xordæn

Drill 29b.4 Forced Substitution

mæn mixam ba jämšid hærf bezænen.

ma

ali

mæno ali

Šoma

una

moællemetun

364

Drill 29b.4 (cont'd)

moællementun mixad ba jamšid hærf bezæne.

Šagerdam

išun

reza

mæn

Drill 29b.5 Multiple Substitution

mæn mixæm ba æli hærf bezænæm.

Šoma mæn

mæn pedæretun

ma Šoma

jamšid moællement

mæn dustæm

Šcma Šagerdatun

išun Šoma

išun dustetun

išun ma

moællementun Šoma

Drill 29b.6 Simple Substitution

mæn mixam rajebe dærsa hærf bezænæm.

ketabatun

kelase inglisi

duste jamšid

dærsatun

Šagerdam

karetun

Drill 29b.6 (cont'd)

mæn mixam rajebe karetun hærf bezanæm.

dustetun

kelasa

mædresætun

danešgaye tehran

amrika

hævaye iran

Drill 29b.7 Complex Substitution

mæn qæblæz ſiš nemitunæm biam.

hæft

bæsd æz

pænj

hæſt

qæblæz

do ſæmbe

jome

bæsd æz

se ſæmbe

ſæmbe

hæfteye dige

qæblæz

sale dige

bæsd æz

Drill 29b.8 Transformation (Add the correct form of /tunestæn/ to the following sentences.)

T. Šoma farsi hærf mizænid? S. Šoma mitunid farsi hærf bezænid?
 Šoma bæd æz zor dærs mixunid?
 išun mirænd danešga?
 dustetun ba ma hærf mizæne.
 moællementun ba ma mišine.
 ma ba hæm dærs mixunim.
 bæradæretun inglisi yad migire?
 dustatun farsi hærf mizænænd?
 ma ba hæm Šam mixorim.

Drill 29b.9 Repeat the above exercise in the negative.

Situational Dialog 1A

1. ba aqáye Širazí ašnáid?
2. næxeyr. væli xeyli mayelæm bašun ašna bešæm.
1. pas ágar mixayd, Šomaro bešun moærefi mikonæm.
2. xéyli motšækéram.

(This dialog should be repeated until the students can say it as comfortably as a native speaker. It should be repeated every day until the students reach situational dialog 1C. The teacher should encourage the students to act out these few lines in the classroom, using whatever proper names they wish.)

LESSON 30

dialog a

1. car Šambe bæzd æz zor cekar mikonid?

bayæd

2. men bæzd æz zor bayæd dær anjomane iran-amrika dærs bedæm.

1. pænjšambe mixayd cekar konid?

tæstil

2. in pænjšambe tæstilim.

1. pæs do ruz tæstil darid.

2. bæle.

What are you doing Wednesday afternoon?

must, necessary, have to

I have to teach at the Iran-America Society in the afternoon.

What do you want to do Thursday afternoon?

free, holiday

We're free this Thursday.

Then you have two days free.

Yes.

* * * *

dialog b

1. car Šambe bæzd æz zor cekar mikonid?

2. men bæzd æz zor bayæd dær anjomane iran-amrika dærs bedæm.

1. pænjšambe mixayd cekar konid?

2. in pænjšambe tæstilim.

1. pæs do ruz tæstil darid.

2. bæle.

Drill 30a.1 Simple Substitution

do Šæmbe man bayæd dærs bedæm.

ræftan sinema

inglisi yad gereftan

farsi xundæn

nešæstan

ræftan danešga

næhar xordæn

amaædan

ruzname xundæn

inglisi dærs dadæn

hærf zædæn

amaædan inja

sobhane xordæn

Drill 30a.2 Forced Substitution (Repeat in the negative)

man bayæd dærs bæxuræm.

šoma

mæno šoma

mæno reza

reza

æli

rezavo æli

bæradæretun

ma

išun

mæn

Drill 30a.3 Complex Substitution

mæn bayæd farsi beixunæn.

yad gereftæn

inglisi

ma

xastæn

daers dadæn

dustæn

xundæn

(neg)

bayæd

ketab

nevestæn

(aff)

tunestæn

name

šoma

dastan

xundæn

ketab

xeridæn

bayæd

kaqæz

mæhmud

xastæn

Drill 30a.4 Imitation

Šoma mixayd čekar konid? (translate)

Šoma mixayd kar konid? (translate)

mæn mixam kar konam.

mæn bayad kar konam.

mæn bayad qæza dorost konam.

Šoma mixayd qæza dorost konid?

Šoma mixayd esterahæt konid?

Drill 30a.5 Complex Substitution

mæn bayad esterahæt konam.

tæhsil kærdæn

kar kærdæn

xastæn

soal kærdæn

xosro

(neg)

mosaferæt kærdæn

tunestæn

tælæføz kærdæn

(aff)

bayad

tædris kærdæn

Drill 30a.6 Expansion

dærs mixunæm.

mæn dærs mixuræm.

mæn ba jæmšid dærs mixunæm.

Drill 30a.6 (cont'd)

mæn ba jæmšid inglisi mixunæm.

mæn hæmiše ba jæmšid inglisi mixunæm.

mæn hæmiše ba moælleme jæmšid inglisi mixunæm.

mæn hæmiše bayæd ba moælleme jæmšid inglisi bæxunæm.

Drill 30a.7 Expansion

mæn dærs midæm.

mæn inglisi dærs midæm.

mæn dær anjomzæne iran-amrika inglisi dærs midæm.

mæn se-šæmbeha dær anjomzæne iran-amrika inglisi dærs midæm.

mæn se šæmbeha bayæd dær anjomzæne iran-amrika inglisi dærs bedæm.

(Repeat the above using /tædris mikonæm/.)

Drill 30a.8 Expansion

mæn miræm esfæhan.

mæn færda miræm esfæhan

mæn færda ba mašin miræm esfæhan.

mæn færda mixam ba mašin beræm esfæhan.

mæn færda mixam ba mašine æli beræm esfæhan.

LESSON 30

dialog b

kenare dærya

seashore, seaside

1. mæn hæm tætilæm. mitunim
ba hæm berim kenare dærya. I'm free too. We can go to the
beach together.

2. xeyli xob. mæn ſena bælæd
nistam væli mixem yad begiræm. Fine. I don't know how to swim
but I'd like to learn.

1. pæs ba maſine mæn berim.
ſaet cænd biam xunætun? Then let's go with my car. What
time should I come to your house?

2. tæqribæn hæft-hæfto nim
biayd. Come about seven or seven thirty.

dialog b

1. mæn hæm tætílam. mitunim ba hæm bérím kenáre dæryá.

2. xéyli xðb. mæn ſená bælæd nístam væli mixam yád bægiræm.

1. pæs ba maſine mæn bérím. ſaét cænd biam xunætun?

2. tæqribæn hæft-hæfto nim biayd.

Drill 30b.1 Transformation (Change the following sentences to the "let's" form.)

example - ma hærf mizænim ----- hærf bezænim.

ma inglisi yad migirim.

ma farsi mixunim.

ma mirim bazar.

ma name minevişim.

ma ba ham ſam mixorim.

ma ruzname mixərim.

ma ba jəmšido əli mišinim.

ma mirim səre kelas.

ma emşəb dərs mixunim.

Drill 30b.2 (a cue is given by the teacher. s1 then uses the command form with s2. S2 then uses the "let's" form with s3. ex - t - farsi hærf mizænid.

s1 farsi hærf bezænid (to s2)

s2 farsi hærf bezænim (to s3)

emşəb dərs mixunid.

do-ta name minevişid.

mirid səre kelase inglisi.

ye ketabe farsi mixərid.

ba həm ſam mixorid.

ba jəmšid hærf mizænid.

ba dəstətən mišinid.

qəbləz ſiš miayd.

un ketabe fərsiyo mixunid.

rajebe amrika hærf mizænid.

Drill 30b.3 Simple substitution

jome mædrescha tæxtile.

edareha

kelasa

ænjomæne iran-amrika

mædreseye ma

danešga

Drill 30b.4 Simple Substitution

mitunim ba ham berim kenare dærya.

sinema

sære kelas

šam xordæn

hærf zædæn

dær amrika tæhsil kærdæn

mašin xæridæn

farsi hærf zædæn

inglisi tæmrin kærdæn

šimi xundæn

Drill 30b.5 Repeat the above exercise with the following sentence.

/ba ham berim kenare dærya./

Drill 30b.6 Cued conversation (Supply cues for underlined word in the following example -)

s1. Šoma šena bælædید?

s2. næxeyr. bælæd nistæn væli mixam yad begiræm.

cues - ašpazi

inglisi

nevestæne farsi

Drill 30b.6 (con't)

basketbal

xundæn

farsi

Drill 30b.7 Simple Substitution

saæt cænd biam xunætun?

madresætun

sære kelasetun

dæftæretun

Drill 30b.8 Cued conversation with multiple cues. (In the following exercise, the teacher points to one or two students as indicated in parentheses and asks the following questions. The student(s) is (are) to answer by saying /saæt cænd beræm/ or /saæt cænd berim/ depending on how many are asked. The teacher then answers with the time indicated.

ex - t. cera nemirid danesga? (1) (hæft)

sl. saæt cænd beræm?

t. saæt hæft.

cera ſam nemixorid? (2) (ſiſ)

cera ruzname nemixærid? (1) (yek)

cera nemirid sære kelas? (1) (se)

cera nemixabid? (1) (yazdæ)

cera sobhane nemixorid? (2) (hæft)

cera farsi nemixunid? (1) (car)

cera telefon nemikonid? (1) (pænjo nim)

cera dærs nemidid? (1) (dæh)

cera nemirid postxune? (2) (dævazdæ)

cera nähär dorost nemikonid? (1) (yek)

Situational Dialog IB

(This dialog should be taught in the same manner as Situational Dialog IA. When it has been learned, it should be repeated as often as possible along with IA. The students should again be encouraged to act this out in skit form with two of the students playing Iranians. 1 - Iranian 2- Jorj 3 - aqaye Shirazi)

1. eqayun. ašna bešid. aqaye Shirazi. aqaye Jorj eston.
2. xeyli xošxæxtam, aqa.
3. man hæm xeyli xošvæxtæ hale soma xub-e?
2. motšækeræm, aqa. hale soma cotor-e?

LESSON 31

dialog a

1. dustetun injá nistænd? Isn't your friend here?
 2. náxeyr. ráftænd ruzname bexærænd. No, he went to buy a newspaper.

ejaze permission
 hæst there is, are

1. pæs ejaze hæst injá bešinam? Then may I sit here?
 2. xæs mikonam. befærmayd, aqá. Please do.

dialog a

1. dústetun injá nístænd?
 2. náxeyr, ráftænd ruznamé bæxærænd.
 1. pæs ejazé hæst injá bæšinam?
 2. xæš mikonam. befærmayd, aqá.

Drill 3la.1 Forced Substitution

mæn ræftæm ruzname bæxeraem.

šoma

jæmšid

ma

šoma

šagerdam

ferešte

mæn

mæno šoma

una

Drill 3la.2 Complex Substitution

una ræftænd ruzname bæxærænd.

ketab

(xundæn)

dærs

(dadæn)

(xundæn)

inglisi

(hærf zædæn)

(tæmrin kærdæn)

šena

ašpæzi

(dærs dadæn)

inglisi

(tædris kærdæn)

Drill 31a.3 Simple Substitution

ejaze hæst inja bešinam?

daers xundæn

xabidæn

sigar kešidæn

hærf zaðæn

nešæstan

esterahæt kærdæn

daers xundæn

Drill 31a.4 Simple Substitution (Repeat above exercize with following sentence - /ejaze midid inja bešinam?/)

Drill 31a.5 Complex substitution

Šoma bælaðid qæza dorost konid?

(poxtæn*)

fesenjun

qæzaye irani

(tunestan)

(dorost kærdæn)

mašin

(bælað budæn)

(xæridæn)

sæmovær

(uorost kærdæn)

(rošen kærdæn)

mašin

(xæridæn)

Drill 31a.5 (Con't)

Šoma bælædidi mašin bexærid?

(xastæn)

ruzname

xundæn

(bælæd budæn)

farsi

hærf zædan

inglisi

Drill 31a.6 Complex and Forced Substitution

mæn bælædæm qæza dorost konæm.

jæmšid

poxtan

qæzaye irani

(xastæn)

(xordæn)

una

nune irani

(bayæd)

(xæridan)

mašin

ma

(dorost kærdæn)

æli

(ræftæn)

Drill 3la.6 (con't)

æli raft mašin dorost kone.

Šir* ("faucet")

(koštaen*) ("lion")

(xordæn) ("milk")

(xastæn)

Šire irani

cai qænd-pæhlu

(dust dašæn)

cai

Drill 3la.7 (Repeat above exercise in the negative.)

Drill 3la.8 Complex substitution

ejaze hæst un ækso bebinæm.

un ketab

xundæn

un ruzname

didæn

radio

kæm kærdæn*

nošæn kærdæn

Drill 3la.9 Repeat above exercise with /ejaze mifærmayd.../

Drill 3la.10 Repeat 3la.8 in following form-

s1. aqa, ejaze mifærmayd un akso bebinæm?

s2. ælbæte, qorban, xaeš mikonæm.

LESSON 31

dialog b

1. aqaye nežad , Šoma Širazo Mr. Nezhad , do you know Shiraz
xub bælædид? very well?

færmayeši daštid expression of politeness (literal
translation - "Did you have a command?")

2. bæle. befærmayd. færmayeši Yes. May I help you?
daštid?

1. cæqæd tul mikeše ta beresæm How long would it take me to
dæbirestane Žale? get to Zhale high school?

2. ba taksi tæqribæn bist It takes about twenty minutes
dæqiqe tul mikeše. by taxi.

1. mersi. aqaye Širazi mixad Thank you. Mr. Shirazi wants me
ke mæn emruz unja dærs bedæm. to teach there today.

dialog b

1. aqáye nežád, Šomá Širázo xúb bælædíd?

2. bæle. befærmayd. færmayéši daštid?

1. céqæd túl mikeše ta béresam dæbirestáne Žalé?

2. ba takší tæqribán bist dæqiqé túl mikeše

1. mersi. aqáye Širazí mixad ke mæn emrúz unjá dærs bædæm.

Drill 3lb.1 Complex Substitution

ceqæd tul mikeše ta beresam dæbirestane zale?

ræftæn

tehran

amædæn

mænzeletun

residæn

sære kelas

bærgæštan

Drill 3lb.2 Complex Substitution

ceqæd tul mikeše ta in ketabo bexunæm.

(tænam kærdæn)

(dærs dadæn)

in sæfe

(yad gereftæn)

inglisi

nevestæn

(dærs dadæn)

Drill 31b.3

add /ceqad tul mikeše ta,.../ to the following sentences

1. jæmsid inglisi yad migire.
2. mæn nevestæn dærs midæm.
3. mæn be amrika mosaferæt mikonam.
4. fesenjun dorost mikonid.
5. Sam mixorim.

Drill 31b.4 Cued conversation

repeat above exercise by giving the same cues to S1. S1 will then ask the question as above to S2 who will answer with /tæqribæn _____ tul mikeše/ The cues for the time for S2 are given below in order.

1. ye sal
2. do ma
3. ye hæfte
4. ye saæto nim
5. ye saat

Drill 3lb.5

aqaye Širazi mixad ke man unja dars bedæn.

(kar kærdæn)

šoma

mahmud

(inglisi yad gereftæn)
ræftæn bazar

ma

ketabe inglisi xundæn

šoma

ruzname xæridæn
farsi hærf zædæn
inglisi tæmrin kærdæn

pesarešun

inglisi xundæn

šoma

qæza dorost kærdæn
ketabe inglisi ovordæn
bær gæštan sære kelas

man

æli

šimi dars dadæn
cai ovordæn
šam xordæn
bidar šodan

šoma

nešæstæn
saket nešæstæn
in ketabo bær daštan
amædæn sære kelas
tekrar kærdæn

Situational Dialog IC

This dialog is to be learned and acted out in the same manner as IA and IB.

1. aqaye jorj, Šoma ba eqaye Širazi ašna nistid?
2. næxeyr, væli xeyli mayelæm bašun ašna bešæm.
1. pæs befærmayd tu otaqe moællemiñ. Šomaro bešun moærefi mikonæm.

1. aqaye Širazi, ba duste amrikaimun ašna bešid. esmešun aqaye jorj eston-e.
3. salam aqa. xeyli xošvæxtim.
1. mæn hæm hæminton. hale Šoma xub-e?
3. motšækeræm. hale Šoma cetor-e?
2. motšækeræm. be lotfe Šoma

The following two expressions may also be taught -

æz didæne Šoma (æz molaqate Šoma) xeyli xošvæxtæm.

æhvæle Šoma - or æhvæle Šærif -

Present the following situations to the students and have them act them out immediately - impromptu.

1. people involved - A.(American) B(Iranian teacher friend), C (third teacher)

Situation - A does not know C but wishes to meet him. C is sitting apart, A asks B to introduce them.

2. People - A (American) B (Iranian friend) C (third Iranian sitting apart.)

Situation - A knows B and C. A asks B if he knows C. Since he doesn't know him, he asks if he would like to meet C and then introduces them.

3. People - A (American) B (Iranian friend) C (third Iranian - present)

situation - B introduces A to C. Upon introduction, they exchange greetings and C asks A and B to sit down. A sits next to C. A is not familiar with Iranian names and must ask C politely to say his name since he cannot remember it.

4. A (American) B (Iranian)

A has seen B before and thinks he knows his name. He then goes over to B and asks him if he is _____. He is. A introduces himself. B invites him to sit down and they talk about who A is and where he is from.

5. A (American) B (Iranian)

B thinks he knows A and comes over to ascertain if he is _____. He is and B introduces himself. They exchange greetings and A invites B to sit down. As they sit down A politely asks for B's name since he cannot remember Iranian names well. A and B then start a conversation by asking about each other.

PERSIAN - ENGLISH GLOSSARY, LESSONS 1 - 20

| | | | |
|--------------|-------------------|---------------|------------------------------|
| ab | water | caršambe | Wednesday |
| abi | blue | | |
| almani | German | cænd | how many, how much |
| amrika | America | cel | forty |
| amrikai | AMerican | celow kebab | (Persian dish) |
| aga | sir, Mister | cegæd | how much |
| aspazi | cooking | céra | aff. answer to neg. question |
| aælahæzrat | H. I. M. | cera | why |
| abri | cloudy | ceraq | light, lamp |
| afqani | Afghani | cešm | eye |
| afghanestan | Afghanistan | cetor | how |
| araq | Iraq | ci | what |
| araqi | Iraqi | cin | China |
| aræbi | Arabic | cini | Chinese |
| ærmeni | Armenian | dæbæstan | elementary school |
| ævvæl | first | dæbirestan | high school |
| ayyalæt | state | danešamuz | student (h.s./elem.) |
| ba | with | danešju | college student |
| baruni | rainy | danešga | university |
| basketbal | basketball | dar- | have |
| beræd æz zor | afternoon | dævæst | invitation |
| bece | child | dævæst dar | be invited |
| bæd | bæd | dæbir | teacher (h.s./coll.) |
| bæd- mia- | dislike | dæftær | office; notebook |
| bæzed | after | dæh | ten |
| bæhar | spring (season) | dændun | tooth |
| bælæd | know (adj.) | dær | in; door |
| bræle | yes | dærd mikon- | hurt |
| beluc | Baluchi | dærs mid- | teach |
| beræader | brother | ðærya | sea |
| berayé | for | dæst | hand |
| berf | snow | dævazdæ | twelve |
| berf miæd | it's snowing | dæyqe | minute |
| bæxtiari | Bakhtiari | del | stomach; heart |
| be | to (prep.) | dige | yet (with neg.) |
| bæbæxšid | excuse me | dir mikon- | be late |
| befærmaid | go ahead, please, | divar | wall |
| | after you | do | two |
| bidar | | doktor | doctor |
| bidar miš- | awake | dorost | right; ready |
| bikar | to wake up | dorost mikon- | prepare |
| biologi | not busy, free | došambe | Monday |
| bist | biology | doxtar | girl |
| bistær | twenty | midun- | know |
| boland miš- | more | dur | far |
| botri | get up | dust | friend |
| bozorg | bottle | dust dar- | like, love |
| | big | duxtæn | sewing |
| caï | tea | emruz | today |
| car | four | emšæb | tonight |

| | | | | |
|------------------|-----------------------------|--------------|------|---------------------------------|
| esm | name | javab | mid- | answer (v.) |
| espanyoli | Spanish | jib | | pocket |
| esterahət mikon- | rest | jcme | | Friday |
| extiar darid | (taarof) | junub | | south |
| | | kaqaz | | paper |
| famil | last name | kar | | work |
| fars | Persian (person) | kæfš | | shoes |
| farsi | Persian (lang.) | kælæme | | word |
| mifahm- | understand | kæmi | | a little (bit) |
| fəqət | only | kæsi | | someone |
| fəqir | poor | kæsif | | dirty |
| fərənsəvi | French (person) | ke | | that |
| fərənse | French (lang.) | keravət | | tie (n.) |
| fərda | tomorrow | kesel | | under the weather, out of it |
| fənjun | cup | | | book |
| fesenjun | (Persian dish) | ketab | | read |
| film | film, movie | ketab mixun- | | library |
| fizik | physics | ketabxune | | who |
| | | ki | | which |
| mig- | say, tell | kodum | | where |
| gəc | chalk | koja | | where from |
| gərm | warm | kojai | | help |
| gorbe | cat | komək | | Kurd |
| gorosne | hungry | kord | | jacket |
| guš mikon- | listen | kot | | little |
| gušt | meat | kucik | | |
| | | | | |
| hala | now | ləndən | | London |
| hazer | ready | lebas | | clothes |
| həft | seven | lebas mipuš | | get dressed |
| hæfte | week | livən | | glass (drinking) |
| həm | also | lotfən | | please, kindly |
| həmə | all, every(one) | lotf darid | | you're very kind |
| həmməm mikon- | take a bath | | | |
| həmiše | always | ma | | we |
| hərdo | both | madər | | mother |
| hərf mizən- | talk, speak | madərbozorg | | grandmother |
| həst | eight | mal | | possession |
| hətənən | certainly, un- doubtedly | male mən-e | | it's mine |
| həva | air, climate | masto xiax | | (Persian dish) |
| həvəpeymə | airplane | mašallah | | God keep it so |
| hənd | India | mašin | | car |
| həndi | Indian | mazəndərəni | | Mazandarani |
| | | məxəmulən | | usually |
| iuglisi | English | mədrəse | | school |
| inšallah | God willing | məjalle | | magazine |
| irani | Iranian | mən | | I |
| išun | he, she (pol.) | mənžel | | house, home |
| | | mərtub | | humid |
| ja-be-ja | from place to place | məsələn | | for example, (.) |
| | | məsjud | | mosque |
| | | məşqul | | busy, occupied |

| | | | |
|----------------|-------------------------|-----------------------|-------------------|
| raqreb | West | pedar | father |
| markez | center | pedarbozorg | grandfather |
| næšreq | East | pesar | boy |
| medad | pencil | piade | by foot |
| mersi | thank you | pirahen | shirt |
| mesle | like, as | polo | cooked rice |
| mia- | come | pošt | back |
| miz | table | pôšte | behind |
| mcællem | teacher | pul | money |
| modire madrese | principal | puldar | rich |
| nøhændes | engineer | | |
| møhæsel | student | qali | rug |
| mokaleme | conversational | qæmgin | sad |
| montæzer | waiting, ex- pecting | qæšæng | beautiful |
| motšæker | grateful | qætar | train |
| mošgel | difficult, hard | qæve | coffee |
| mu | hair | qæza | brown |
| musiqi | music | qæza mixor- qermez | food, meal eat |
| name | letter | qorban | red |
| narahæt | uncomfortable | | sir |
| naxoš | sick, ill | mir- | |
| neft | oil | rast | go |
| nahar | lunch | ræxs | right, true |
| næqqasî | painting | mires- | dance (n.) |
| næxeyr | no | restoran | arrive |
| næxše | map | roman | restaurant |
| næzdik | close (distance) | ruye | novel |
| neveštæn | writing | ru-be-ru | cn |
| minevis- | write | rusi | across from |
| nim | half | rusiye | Russian |
| nist | isn't | ruzname | Russia |
| noh | nine | | newspaper |
| now | new | saæt | hour, clock |
| nun | bread | sal | year |
| o | and | sæbz | green |
| otaq | room | sæfe | page |
| otobus | bus | sæg | dog |
| ostad | professor | sahih | correct |
| pa | foot | sælal | hello |
| paiz | autumn | sær | chair |
| pakæt | envelope | sære | head |
| paytæxt | capital | særd | at, to |
| panir | cheese | sære væxt | cold |
| penj | five | sævari | on time |
| penjah | fifty | se | type of taxi |
| penjære | window | sefid | three |
| penjšæmbe | Thursday | sešambe | white |
| pæs | therefore | sia | Tuesday |
| | | sinema | black |
| | | | movie |

| | | | |
|------------------|-----------------------|----------------|----------------------|
| soal mikon- | ask (v.) | xab | sleep (n.) |
| sob | morning | mixab- | sleep, go to sleep |
| sobhane | breakfast | xab- mia- | become sleepy |
| Šagard | student | xabgah | dormitory |
| Šam | supper | xaeš mikonam | excuse me, please |
| Šæb | evening | xæbær | you are welcome |
| Šæhr | city | xanum | sister |
| Šæmbe | Saturday | xæste | Mrs., Miss |
| Šætrænj | chess | keyli | tired |
| Šekar | granular sugar | xcb | very |
| Šena | swimming | xiaban | well..., fine... |
| Šimi | chemistry | xod | street, avenue |
| Šiš | six | xodafez | self |
| Šoma | you | xodnevis | goodbye |
| Šomal | Ncrth | xonak | fountain pen |
| Šomare | number | mixor- | cool |
| Šowrævi | Soviet | xoreš | eat, drink |
| Šune | comb | xoš- mia- | type of Persian food |
| ta | until | xošal | like (v.) |
| -ta | number suffix | xošk | happy |
| taarof | no translation | xub | dry |
| tabestun | summer | mixun- | good |
| taksi | taxi | xune | read, study, sing |
| tædris mikon- | teach, instruct | yad migir- | house |
| tahsil mikon- | study | yazdæ | |
| tælæfoz mikon- | pronounce | ye(k) | |
| tæmrin mikon- | practice | yeki | learn |
| tæšrif biarid | please come (pol.) | yekšæmbe | eleven |
| tæxtepakkon | eraser | | one |
| tæxtesia | blackboard | zæn | a (certain) one |
| tekrar mikon- | repeat | zærd | Sunday |
| telefón | telephone | zemestun | |
| teren | train | zendegi mikon- | |
| tešne | thirsty | ziad | |
| torkeman | Turkoman | zire | |
| torki | Turkish (lang) | zud | |
| tu | in, inside of | | |
| tul mikeš- | take time (v.) | žaponi | |
| u | he, she, it | | woman, wife |
| un | that, those | | yellow |
| una | théy | | winter |
| unja | there | | live (v.) |
| væli | but | | too, very much |
| værzeš mikon- | exercise (v.) | | underneath |
| væxt | time | | soon, early |
| væzire færhæng | Minister of Education | | |
| vezaræte færhæng | Ministry of Education | | |

Compiled by Don West